

Citizenship and Immigration Canada

Language Interpretation Project

Developing Guidelines and Standards to Guide the Delivery of
Interpretation in the Settlement Sector in Ontario



Prepared by PSTG Consulting
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1. Introduction

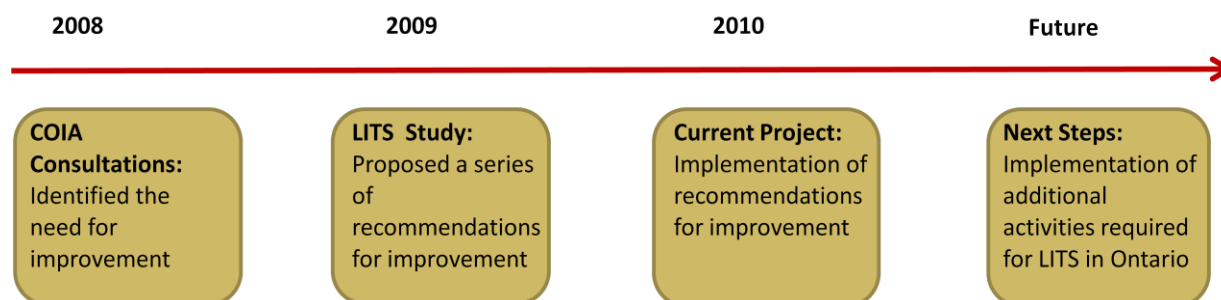
1.1. Background

The Canada Ontario Immigration Agreement (COIA) Consultation on the Settlement and Language Training Needs of Newcomers Report (2008) called for an improvement to the delivery of language interpretation and translation services (LITS) in the Ontario settlement sector. As part of its commitment to addressing this issue, Citizenship and Immigration Canada (CIC) Ontario Region, carried out a Study of the Need for Language Interpretation and Translation Services (LITS) in the Delivery of Immigrant Settlement Programs in 2009 to look at best practices and identify specific areas for improvement. The study found:

- Legislation and/or policy has not been developed to guide LITS in Ontario;
- The service delivery system is fragmented, with decisions and delivery systems differing at the organization, regional and provincial levels;
- There lacks a consistent approach to the training and testing of interpreters across the settlement sector. This is due to the lack of a standard province-wide approach to training, testing and use of volunteer, staff and paid interpreters;
- Access to LITS in rural and urban areas is limited;
- Service providers' and users' understanding of the role of interpretation in service delivery is limited; and,
- Insufficient information and communication technology to support the effective and efficient delivery of LITS.

In order to address these gaps and improve the delivery of LITS in Ontario, the following recommendations were provided:

1. Establish an Interpretation and Translation Unit (ITU), in order to provide focus, direction and targeted resources to:
 - Establish a Provincial Policy Framework;
 - Establish Provincial Standards;
 - Implement a standard or common training and testing program;
 - Implement a centralized training and testing service delivery model (Ontario Interpreter Training and Testing Services (OITTS));
 - Implement a coordinated interpreter service delivery mechanism (Ontario Interpretation Services (OIS)); and,
 - Develop operational guidelines for the delivery of interpretation for the settlement sector.
2. Enhance the technology supports available at the local level.
3. Develop a translation clearinghouse to routinely identify, translate and make widely accessible key documents required by newcomers.
4. Develop service level agreements with providers from other sectors requiring interpreter services.
5. Develop and implement a performance management system, including development of a common reporting system for collecting and reporting basic data.
6. Pilot a "system navigator" role to address the interpretation needs of new and emerging high-risk refugee communities.
7. Develop and implement an interpretation awareness raising and education initiative.



At this time, CIC is moving forward with the implementation of the recommendations, with a focus on the development of provincial standards for the delivery of interpretation in the settlement sector, including the need for a standard approach to the training and testing of interpreters. In order to develop standards for the settlement sector, CIC is also seeking to better define when qualified interpreters are required for the delivery of settlement services.

1.2. Project Objectives

The original project objectives were:

1. Conduct an environmental scan in order to:
 - a. Describe the full range of interpreter training programs that are currently available in Ontario, and
 - b. Assess the available curriculum-based training programs against established criteria and identify or recommend training programs that would meet requirements for the training of interpreters who will work in settlement in Ontario;
2. Research a range of human services in Ontario in order to:
 - a. Describe where and/or how interpretation is provided in each sector as well as variances by region or location, and
 - b. Define the scope of interpretation services in the settlement sector in Ontario;
3. Identify provincial standards of practice for interpretation in the settlement sector.

1.3. Approach

PSTG collaborated with the CIC and a Project Steering Committee, made up of representatives from the settlement sector, as well as experts in the delivery of interpreter services from across the province. The Project Steering Committee's role was to provide the project team with information that would be relevant for the project, and to act as a sounding board, providing feedback on the study approach, findings, analysis, and proposed scope of interpretation. This contact also allowed the PSTG Project Team to present and validate findings throughout the project, and where appropriate, go back to the sector or other sectors to delve into more detail.

Although this project is comprised of 3 distinct phases, they are interrelated. As we approached this project and our findings, we found that we first had to define when interpreters would or would not be

used to deliver settlement services. Further, through meetings with the Steering Committee the project objectives were reordered as was necessary to sequence the project objectives and activities starting with #2, followed by #3 and finally #1.

Therefore this report is organized into the following sections:

- A. Interpretation in the Human Services Sectors in Ontario
- B. Standards for the Delivery of Interpretation Services in Ontario
- C. Interpreter Training and Testing

In each section we provide background information and present our methodology, findings, and recommendations.

2. Interpretation in the Human Services Sectors in Ontario

2.1. Introduction

To develop province-wide standards of practice and a common approach to interpreter training, across the settlement sector in Ontario there needs to be a common understanding of:

- when trained/qualified interpreters are required to deliver settlement services; and
- the boundaries or any limitations on the use of qualified interpreters by settlement providers.

This section presents the findings of this study component that was undertaken to outline how language interpretation is delivered in various human service sectors that interface with the settlement sector across Ontario, including health, legal/justice, education, housing, and employment. This section also describes how findings from the study were used to develop recommendations for defining boundaries for the use of qualified interpreters by the settlement sector.

2.2. Background

In reviewing the current Settlement Sector Business Model that was originally developed by the Ontario Council of Agencies Serving Immigrants (OCASI) in 2008, and presented in the 2009 Report, *Language Interpretation and Translation Needs in the Delivery of Settlement Services in Ontario*, settlement services are commonly understood to include: needs assessment, counselling/case management, orientation, information and referral.

The business model also describes the interface of the settlement sector and its clients with a wide range of other human services, including health, education, employment and training, housing and shelter, legal/justice services. Many newcomers who interact with agencies in these sectors require interpretation in order to address language barriers and use services. The LITS report found that newcomers do not have consistent access to interpretation, within the settlement sector and as they move across sectors. It was found that while some settlement organizations use a pool of trained interpreters to deliver services, many settlement agencies use staff or volunteer interpreters to deliver these services while a few provide interpretation through a pool of trained freelance interpreters. In fact, most agencies (85%) rely primarily upon staff to deliver interpreter services, as indicated in Figure 1. Due to a lack of funding to pay for qualified interpreters, agencies use a combination of staff, volunteers, paid interpreters and client provided interpreters (i.e., family, friends) to deliver interpretations services.

Further, settlement agency staff is often expected to accompany the client to referring agencies to provide interpretation. In many of these situations, volunteers, often without the appropriate training, are called upon to fill this need. Staff cannot meet these needs due to internal workload demands. The inconsistency of interpretation service levels between settlement agencies and its allied service sectors suggests a need for a more consistent approach to ensure that clients across Ontario have access to similar levels of service.

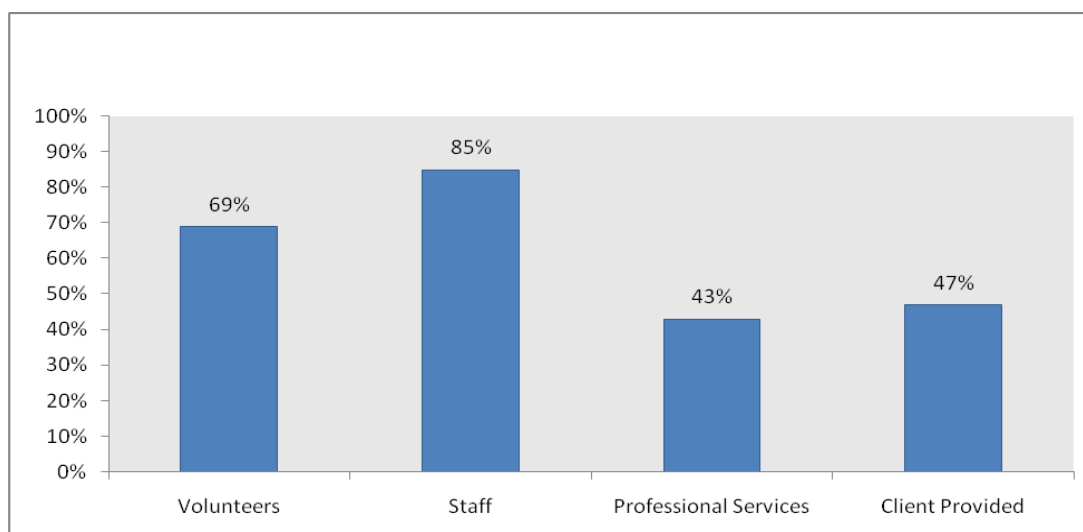


Figure 1: Interpretation Provider by Type

2.3. Methodology

Through discussion with the Steering Committee and CIC, it was decided that interviews would be undertaken with representatives from a range of human service sectors including: health, education, employment, housing, and legal/justice (see Appendix A for list of participating interviewees and organizations; see Appendix B for a description of each human service sector reviewed). In selecting interviewees, an attempt was made to find representatives who could bring different experiences and perspectives to the study based on:

- The size of their organization (i.e., small, medium, large);
- Geographic location; and,
- Level of responsibility (i.e., government body, association or service provider).

All respondents were interviewed by telephone with a standard interview guide, which was developed and validated by the Project Steering Committee (see Appendix C for the interview guide and Appendix D for the communiqué provided to interviewees). The information gathered from the interviews was analyzed and preliminary findings and recommendations were presented to the Project Steering Committee for input. Further, PSTG facilitated four focus groups with representatives from the settlement sector in order to review and discuss the preliminary findings and recommendations. This methodology is shown in Figure 2.

It is recognized that multi-lingual settlement workers provide a significant amount of the interpretation needs of the settlement sector, and that the function of interpretation within the settlement worker

role is currently being reviewed by CIC and the sector. This study focused primarily on the use of the “3rd party” interpreter (i.e., volunteers, family members and fee for service interpreters).

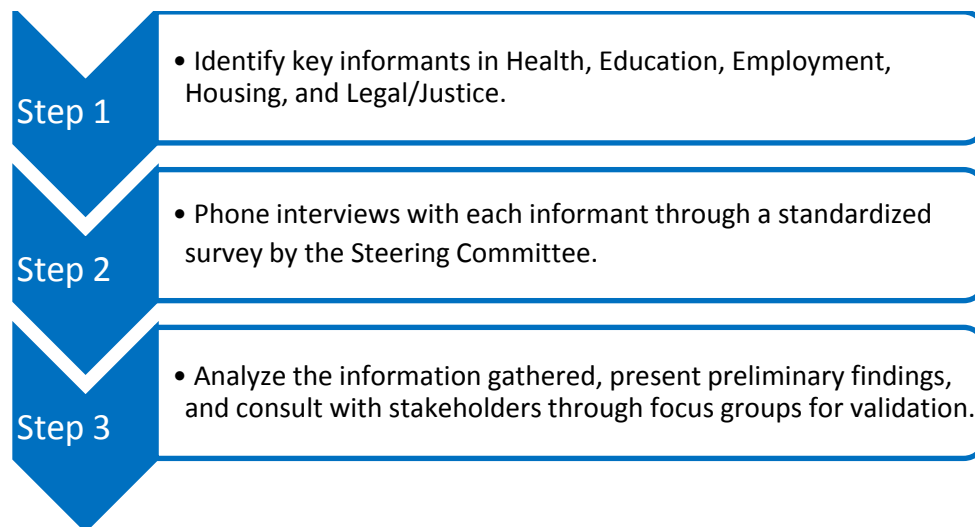


Figure 2: Study Methodology

2.4. Findings on Interpretation in Non-Settlement Human Services

This section presents the findings from the interviews undertaken with representatives from the health, education, housing, employment and legal/justice sectors (including the Language Interpretation Services (LIS)). The findings are presented according to the following themes:

- Nature of the interface with the settlement sector (e.g., referral, partnership);
- Overarching governmental policy directives and/or funder requirements that inform the provision of interpreter services;
- Budget associated with the delivery of interpreter services (e.g., general versus a dedicated budget line);
- Demand for and the delivery of interpreter services, including qualifications of those who provide interpretation (e.g., trained interpreter, untrained volunteer);
- Standards of practice that guide how interpretation services are delivered; and,
- Regional or geographic variances.

Health

In 2006, the Ontario Ministry of Health and Long-Term Care (MOHLTC) divided the province into 14 regions or Local Health Integration Networks (LHINs) who work with local health providers and community members to determine the health service priorities for each region. These not-for-profit organizations are charged with planning, funding and integrating health services, including hospitals, Community Care Access Centres (CCACs), Community Support Services, Long-Term Care, Mental Health

and Addictions Services, and Community Health Centres (CHCs).¹ For this study, representatives were consulted from each of the following healthcare settings: CHCs, hospitals, and mental health and addiction agencies (See Appendix B for a description of each setting).

Nature of Interface with the Settlement Sector

Among the ten healthcare organizations that were consulted during the course of this study, 40 percent indicated that they do not interact with the settlement sector in any capacity. These organizations reflect both the range of providers in this category (CHCs, hospitals and mental health and addictions agencies), as well as geographic location (London, Thunder Bay, and Toronto). Of the healthcare providers that do interact with the settlement sector, 30 percent are currently engaged in partnerships with settlement agencies. The Peel Addiction Assessment and Referral Centre (PAARC), for example, is currently working with settlement agencies to provide street outreach and housing supports to individuals in need, including newcomers across Peel Region. Thirty percent of the healthcare agencies consulted also receives regular referrals from settlement agencies. The London InterCommunity Health Centre, for instance, receives and makes referrals to a variety of immigrant-serving agencies that are located in close proximity to one another in downtown London.

Some of the healthcare organizations also interface with the settlement sector via newcomer client advisory panels or coalitions of service providers. St. Joseph's Health Centre in Toronto is working with local immigrant-serving agencies to recruit members for its newcomer panel that will provide input towards the hospital's programs and services (including interpretation). PAARC interacts with settlement organizations via various committees of services providers in Peel.

Policy or Funder Requirement to Provide Interpretation

All of the healthcare organizations in this study report that there is no overarching governmental policy or funder directive that requires them to provide interpretation services to individuals with limited proficiency in English. However, among many of the LHIN funded organizations, the provision to provide access to services is embedded in accountability agreements, without the requirement that this be provided via qualified interpreters. Two of the interviewees, Access Alliance Multicultural Health (AAMHC) and Community Services and London InterCommunity Health Centre (LIHC), have negotiated for the provision of interpreter services in their service accountability agreements with the corresponding LHIN. Both of these CHCs prioritize immigrant and refugee populations as their primary client population.

Budget for Interpretation

In light of the fact that there is no overarching governmental or funder requirement for healthcare providers to provide interpreter services, the majority of agencies do not receive dedicated funding to provide these services. As such, the vast majority of these agencies draw upon their general budget or

¹ Ontario Local Health Integration Networks (2009). Retrieved February 10, 2010, from <http://www.lhins.on.ca/>

discretionary funds to pay for interpretation costs. A dedicated budget for interpretation exists at the two CHCs (i.e. AAMHC and LIHC) that have negotiated for this in their service accountability agreements.

Delivery of Interpretation Services & Qualifications of Language Service Providers

Overall, six out of the ten participating healthcare organizations report that they experience a high demand for interpreter services, three experience low demand and one agency indicates that the demand fluctuates. Respondents use a variety of strategies to respond to the demand for interpretation; however eight of the ten organizations currently use trained and tested interpreters to provide interpreter services. Of these, five organizations draw upon their own pool of freelance interpreters and/or purchase interpreters services through a local interpretation and translation provider such as Access Alliance (Toronto), Across Languages (London) and All Languages Ltd (Toronto). In all cases, the interpreters have passed the Interpreter Language and Skills Assessment Tool (ILSAT) or Cultural Interpreter Language and Interpreting Skills Assessment Tool (CILISAT) test, and have participated in a minimum of 70 hours of interpreter training through an Ontario college or the Language Interpretation Services.

Other strategies used to deliver interpretation services include:

- Peer Intervention Models - Access Alliance hires newcomer women as Peer Outreach Workers to participate in a comprehensive training and skills building program that includes interpretation. The Peer Outreach Workers link with immigrant/refugee women and children who speak the same language and support them to; access resources in the community, create social support networks and reduce social isolation, participate more actively in the community, and improve their health and well-being. Peer Outreach Workers are placed in partner agencies located in under-served areas across the Greater Toronto Area.
- Multi-lingual staff - Five out of ten respondents also utilize internal staff who speak a language(s) other than English for interpretation. Typically, these staff members have not participated in any testing or training to provide interpreter services; the only requirement is that they speak the same language as the client. Thunder Bay Regional Health Sciences Centre, however, engages their local French Language Health Services department to assess the ability of their French-speaking staff to interpret in a hospital setting. This hospital also draws upon language-specific staff from external agencies to provide interpreter services. Staff at one of the local Aboriginal lodges, for example, will accompany their clients to the hospital to facilitate communication between Aboriginal languages and English.
- Family - Two agencies use the family members of their clients to facilitate communication; generally, the family member that is engaged cannot be a child.
- Technology - Thunder Bay Regional Health Sciences Centre uses MedBridge®, a point-of-care technology-based language application that provides health professionals in the emergency department with a method of communicating with Limited English Proficient (LEP) and deaf patients. LEP patients hear the voice of a native speaker through the use of audio. Deaf patients see a native deaf signer through the use of video. MedBridge® offers statements, close-ended questions and detailed lists used in day-to-day hospital encounters. These statements have been translated into 16 languages including American Sign Language.

Standards of Practice for Interpretation

Five of the healthcare organizations in this study, which are also the same five that have their own pool of freelance interpreters, abide by the *National Standard Guide for Community Interpreting Services* (2007). The national standards specify the requirements for the provision of quality community interpreting services and the goal is to have the standards adopted nationally by the broadest range of human service providers to ensure reliability in the provision of services nationwide. The standards were developed through the collaborative efforts of the Healthcare Interpretation Network (HIN), Language Industry Association (AILIA), Critical Link Canada and Association of Canadian Corporations in Translation and Interpretation (ACCTI).

Organizations that purchase interpreter services adhere to the standards of practice promoted by their local interpretation and translation services provider. The Canadian Mental Health Association London-Middlesex Branch and London InterCommunity Health Centre, for example, endorse Across Languages' *Standards of Practice for Interpreting* (revised January 2003). The remaining two healthcare organizations did not follow or practice any type of standards regarding the delivery of interpreter services.

Regional or Location Variances

In Northern Ontario, the demand for interpretation services is highest among Aboriginal languages. This was not mentioned among respondents from the Central, Eastern, Southern and Western regions of Ontario.

Education

The Ontario Ministry of Education administers the system of publicly-funded elementary and secondary school education in Ontario. As of 2007-2008 there were 2,087,588 students attending 4,026 elementary and 897 secondary schools in Ontario.² According to Ryerson University's Department of Geography, the largest number of newcomer students was enrolled in the following municipalities: Toronto (11,338), Mississauga (9,946), North York (8,570), Scarborough (6,291), Brampton (4,515), Etobicoke (2,945), Ottawa (2,456), East York (2,215), London (1,859) and Hamilton (1,854).³ To assist newcomer students and their families to settle in their school and community, CIC, settlement agencies and school boards have established a school-based outreach program called Settlement Workers in Schools (SWIS) in six communities across Ontario. The SWIS program connects newly arrived families to services and resources in the school and the community in order to promote settlement and foster student achievement.⁴

² Ontario Ministry of Education (2009). Education Facts. Retrieved February 10, 2010, from <http://www.edu.gov.on.ca/eng/educationFacts.html#enrol>

³ Ryerson University. Geographic Facts. Retrieved February 10, 2010 from http://www.geography.ryerson.ca/newcomermaps/SUMMARY_TABLES/Ontario%20Elementary%20and%20Secondary%20SPSS%20Report_byrank.pdf

⁴ Background information: Settlement Workers in Schools (2009). Retrieved February 10, 2010 from http://atwork.settlement.org/sys/atwork_library_detail.asp?doc_id=1003365

For this study, representatives from two regional school boards, Peel District School Board and Ottawa Carlton District School Board as well as a representative from the SWIS program were consulted.

Nature of Interface with the Settlement Sector

Among the two regional district school boards, there is a high level of interface with the settlement sector. The Peel District School Board (PDSB), for instance, interacts with five immigrant serving agencies that have placed 40 settlement workers in 90 schools experiencing a high influx of newcomer students. Further, PDSB employs a Diversity Coordinator who liaises between settlement agencies and the school board. The Ottawa Carleton District School Board (OCDSB) communicates regularly with a coalition of nine settlement agencies that share information and resources around immigrant issues, particularly when emergent newcomer populations arrive in Ottawa.

Policy or Funder Requirement to Provide Interpretation

Overall, none of the participating regional school boards indicate that there is any governmental directive or funder requirement that stipulates the provision of interpreter services.

Budget for Interpretation

Neither the PDSB nor OCDSB have a dedicated budget line that covers the cost of interpreter services. When interpreter services are provided, the PDSB meets the cost through its global budget and OCDSB utilizes funds collected through fundraising efforts. None of the people consulted knew of any other school boards or programs providing direct funding for interpretation in schools in Ontario.

Delivery of Interpretation Services & Qualifications of Language Service Providers

Both participating regional district school boards report that they experience a high demand for the provision of interpreter services among their schools. To respond to this demand, the school boards use a variety of strategies. First, they purchase interpreter services (trained and tested) through local interpretation and translation services providers such as the Centre for Education and Training in Mississauga. PDSB also relies upon settlement workers, particularly those placed in the schools through the SWIS program. In addition to purchased interpreter services, OCDSB draws upon internal staff and volunteers to facilitate communication, however, neither staff nor volunteers have received training to deliver interpreter services. The SWIS representative indicated that the SWIS program appears to have resulted in increased appreciation for interpretation services among school boards and administrators across the province. Additionally, they indicate that more administrators and school boards see the need to allocate funds for interpretation through the annual budget planning cycle.

Standards of Practice for Interpretation

When PDSB and OCDSB purchase interpreter services through a local provider, the interpreters adhere to the standards of practice of the provider. However, in cases when OCDSB staff and volunteers provide interpretation, they are expected to comply with the policies and procedures of the school board since there are no specific standards of practice for the delivery of interpreter services. Although SWIS staff is not supposed to offer interpretation services, they will do so for one time situations where an alternative solution cannot be found. The SWIS staff follows their employer's organizational standards.

Regional or Location Variances

In Peel, settlement workers have access to an interpreter training program that is geared towards their profession. Therefore, SWIS staff members in Peel, unlike many other settlement workers, are also able to function as qualified interpreters.

Employment

For this study, representatives from two Toronto-based employment services providers, as well as a municipal department responsible for the delivery of employment and financial assistance programs in Ottawa, were consulted.

Nature of Interface with the Settlement Sector

The interface between the employment and settlement sectors varies. One of the community-based employment services providers consulted in this study, Access Employment, has an arrangement with a local settlement service provider whereby a settlement worker provides on-site services on a monthly basis. The municipal employment services provider's interaction is limited to the referral of clients to the settlement sector.

Policy or Funder Requirement to Provide Interpretation

Overall, none of the participating employment services organizations indicate that there is any governmental directive or funder requirement that stipulates or addresses the provision of interpreter services.

Budget for Interpretation

Neither Access Employment nor the City of Ottawa has a dedicated budget that covers the cost of interpreter services. When the City of Ottawa purchases interpreter services, it meets these costs through their global budget.

Delivery of Interpretation Services & Qualifications of Language Service Providers

Both Access Employment and the City of Ottawa report that they experience a high demand for interpretation from their clients. To respond to this demand, the City of Ottawa purchases trained and tested interpreter services through a local provider, Cultural Interpretation Services for Our Communities (CISOC). Access Employment responds to the demand for interpretation through internal staff that collectively speaks approximately 35 languages including Cantonese, Gujarati, Korean, Mandarin, Polish and Spanish. Access Employment's staff have not been trained or tested to be interpreters.

Standards of Practice for Interpretation

Interpreter services purchased by the City of Ottawa adhere to CISOC's standards of practice for interpreting as adopted by the service provider. At Access Employment, staff abide by the organization's Charter of Service. This document is similar to a "Client Bill of Rights"; it does not provide for interpretation services.

Regional or Location Variances

None noted.

Housing

For this study, several Housing Help Programs, located in Toronto, Ottawa and Hamilton were consulted; all are members of the Housing Help Association of Ontario (HHAO). HHAO is a provincial network of community-based, not-for-profit organizations delivering a spectrum of free housing help services.

Nature of Interface with the Settlement Sector

Housing Help Ottawa interfaces with the settlement sector in two ways; 1) the agency refers immigrant and newcomer clients to settlement organizations in Ottawa, and 2) a settlement worker from a local organization provides services at Housing Help on a regular basis.

The Housing Help Centre of Hamilton also makes and receives referrals from the settlement sector. Moreover, this housing help centre works actively with settlement agencies to reduce barriers that newcomers experience when looking for housing.

The centre in Toronto is actually located within COSTI, one of the largest settlement service providing organizations in the city, and consequently interacts regularly.

Policy or Funder Requirement to Provide Interpretation

Housing Help Centres are not required by any governmental body or funder to provide interpreter services.

Budget for Interpretation

Housing Help Ottawa does not have a budget dedicated towards the provision of interpreter services and covers costs associated with interpretation through their global budget. The Housing Help Centre of Hamilton is currently engaged in pilot project that incorporates the Language Line into its service delivery. This initiative is funded by the Legal Foundation of Ontario. The Toronto Housing Help Centre does not have a budget for interpretation.

Delivery of Interpretation Services & Qualifications of Language Service Providers

Housing Help Ottawa reports that it experiences a high demand for interpretation among its clients. In order to respond to this demand, Housing Help Ottawa purchases interpreter services (trained and tested) from a local service provider or utilizes internal staff who speak languages other than English. Housing Help Ottawa's staff does not receive any testing or training to be interpreters.

The Housing Help Centre of Hamilton currently has 30 cases that require interpretation. They utilize internal staff (untrained) to respond to the language needs of clients. As well they purchase phone-based interpreter services through Language Line and in-person services through the Settlement and Integration Services Organization in Hamilton (SISO). The Language Line is based in the United States and as such, tests and trains their interpreters based on American standards. SISO provides interpreter training workshops although students are not tested upon completion of the training.

The Toronto Housing Help Centre relies upon multi-lingual staff to deliver services to its clients, almost all of whom are newcomers. Because the Centre is located within a larger multi-service immigrant serving organization, the Help Centre has access to a wide range of staff who speak many languages, many of whom have received some training as interpreters. Rarely are fee-for-service interpreters used

to deliver services. However, the Centre experiences significant challenges accessing interpretation for clients who need to use referral services (to other housing services).

Standards of Practice for Interpretation

Given that that the Housing Help Ottawa purchases interpreter services, the contract interpreters adhere to interpreter services provider's standards of practice for interpreting. Housing Help Ottawa staff that provide language services on behalf of their clients do not abide by any interpretation standards of practice.

The Housing Help Centre of Hamilton does not have specific standards of practice that guide internal staff who provide communication between English and other languages. Regarding purchased interpreter services, this housing help centre assumes that Language Line and SISO adhere to particular standards of practice.

The Toronto Housing Help Centre staff members are obligated to follow COSTI's organizational policies and protocols.

Regional or Location Variances

The respondent from Toronto, who is also the chairperson of the HHAO, and familiar with the state of the sector across the province, indicated that access to interpretation is increasingly an issue in mid-sized cities. These cities have more recently become newcomer receiving HUBs and have not historically had to deal with newcomer issues in a significant way.

Legal/Justice

This study focused on two main areas of the legal/justice sector; those programs administered by the Ministry of the Attorney General (MAG) and Legal Aid Ontario, and the Language Interpretation Services (LIS) administered by MCI. LIS is a province- wide service that provides interpretation for women who have experienced violence and who need support to access the resources they require (i.e., legal education, social services or the justice system).

Type of Interface with the Settlement Sector

The Ministry of the Attorney General and Legal Aid Ontario (LAO) both report that they have very limited interaction with the settlement sector. On occasion, MAG's Court Services Division will contact settlement organizations that offer fee-for-service interpretation to access languages that are not spoken by their roster of interpreters.

Policy or Funder Requirement to Provide Interpretation

Section 14 of the Charter of Rights and Freedoms guarantees the right to the assistance of an interpreter for those who do not understand or speak the language in which the proceedings are being conducted.

Budget for Interpretation

MAG and LAO have a dedicated budget line for the provision of interpreter services.

Delivery of Interpretation Services & Qualifications of Language Service Providers

MAG experiences a high demand for interpretation services while LAO requests are quite limited. Some of the demand for court interpreters is considered a defence tactic to extend proceedings and not necessarily a true demand for interpretation. MAG draws upon its own roster of court interpreters who have been tested and trained by the Ministry. LAO has two options for interpretation: Can Talk, which provides over the phone interpretation, or internal staff. While Can Talk provides certified interpreters, LAO staff is not trained or tested interpreters.

Please note that the Law Foundation of Ontario has developed a series of recommendations regarding linguistic and rural access to legal information and services in the December 2008 report, *Connecting across Language and Distance*.

Standards of Practice for Interpretation

MAG court interpreters abide by the Ministry's Code of Ethics.

Can Talk interpreters adhere to the organization's code of ethics while LAO staff does not adhere to any standards of practice for interpreting.

Regional or Location Variances

The LAO office in Thunder Bay reports that client requests for interpretation are primarily limited to Aboriginal languages and French.

Language Interpreter Services (LIS) Agencies

In this study, four LIS agencies were reviewed. Please see Appendix B for a description of this service. For the purposes of our review, LIS is presented as a legal sector program because the primary objective is to support women to access legal services.

Nature of Interface with the Settlement Sector

All four of the LIS agencies indicate that they interface with the settlement sector through the provision of interpreter services for clients of settlement agencies. Further, two of the LIS agencies sit on coalitions that focus on immigrant and refugee populations. Immigrant Women Services Ottawa, for example, participates in coalitions at both the local and regional level that identify gaps and current issues that affect immigrant populations, and then engages in advocacy or program delivery to address these needs. Information Niagara sits on a committee of organizations that is concerned with increasing and enhancing employment opportunities for newcomers in the Niagara Region.

Policy or Funder Requirement to Provide Interpretation

The Language Interpreter Services Program is administered by the Ontario Ministry of Citizenship and Immigration (MCI) and is part of the provincial government's Violence Against Women Prevention Initiatives and Domestic Violence Justice Strategy.

Budget for Interpretation

All of the LIS agencies in Ontario are funded by the Ontario Women's Directorate to provide interpreter services to victims of domestic violence at no cost.

Delivery of Interpretation Services & Qualifications of Language Service Providers

All of the LIS agencies that participated in this study employ interpreters that have passed the ILSAT/CILISAT test and been trained via an Ontario college or LIS agency. Detailed information about the LIS training program can be found in Section 4 of this Report.

Standards of Practice for Interpretation

Interpreters employed by LIS agencies abide by MCI's standards of practice for interpreting which was revised in 2009. These standards of practice are consistent with those used by the Ontario college system.

Regional or Location Variances

None noted.

2.5. Summary of Findings

This review confirms that the settlement sector does in fact interface extensively with other human services sectors, primarily through service delivery partnerships, referral relationships or through joint participation on planning committees. This is consistent across the province with the exception of Northern Ontario where the interpretation needs are primarily required for French and Aboriginal languages; these do not fall under the settlement sector's responsibility.

Through the interviews with sector representatives, as well as our previous research of each sector, we found that only the health and legal sectors have legislation that governs the delivery of interpretation services. The lack of legislation and/or high-level policy directives in the provision of interpretation services translates into a lack of overall consistency in the delivery of interpretation in each of the sectors, with the exception of the court system where there is universal access to interpretation as required. Therefore, to cover the costs associated with interpretation, the majority of human services organizations rely upon their general budget or discretionary funds to pay for any fee for service interpretation costs. Only two of the twenty one (this statistic does not include the LIS agency) or 10% of organizations consulted have a dedicated budget line for interpreter services.

Without policy directives or dedicated funding for interpretation services, organizations across the human services sectors are left scrambling to find ad-hoc solutions, these include:

- Multilingual Staff – Staff that speak languages other than English are commonly utilized by human services organizations. This staff, in most cases, have not been trained or tested in the delivery of interpreter services.
- Family and Volunteers - A small proportion of agencies use untrained volunteers or family members who are not children.
- Qualified Interpreters - Many agencies appreciate the need and pay for trained and tested interpreters. In some cases, organizations have trained peer support workers to assist in the delivery of interpretation.

These findings validate previous research undertaken regarding interpretation in the human services and show that there is no common or standard approach for the delivery of interpretation services, both within and across sectors, again with the court system being an exception to this statement. While many of the organizations that use qualified fee for service interpreters have developed or adopted standards for practice, most of the organizations that use staff and volunteers to deliver interpretation services have not.

Although it is beyond the scope of this study, findings do confirm the need for clarification at a policy level regarding the intersection between, and roles and responsibilities of, the settlement and other human services sectors, in supporting newcomer settlement and integration. Other jurisdictions in Canada, such as British Columbia, use a model whereby a key function of the immigration or settlement sector is to dialogue with other human services sectors to “do their fair share”.

In Ontario, CIC and the settlement sector have had some success, as seen through the SWIS program, in acting as a catalyst through collaborative initiatives where the responsibility for successful immigrant settlement and integration is shared among sectors. In the area of interpretation, while CIC and MCI should and are playing an important leadership role, other sectors, such as health and legal, have recognized the importance of interpretation and have taken some steps to integrate interpretation into their service delivery. Nevertheless, there is very little coordination at a policy or delivery level between sectors, and interpretation continues to be delivered in an inconsistent manner across the province.

Perspectives from the Settlement Sector

Focus group participants, made up of settlement workers from across the province, validated the study findings regarding the current state of interpretation across the human services. As in the LITS 2009 Study, settlement workers continue to feel a significant degree of pressure to provide interpretation services for clients that they refer to other human services. Typically, these interpretation services are provided via the client’s multi-lingual settlement worker. Not surprisingly, focus group participants expressed concern about the conflict of interest experienced by multi-lingual staff that typically provides interpretation for clients referred to other sectors. For example, while it is within the settlement worker’s job description to advocate for a client’s needs, the advocacy function is outside the scope of an interpreter’s role.

Further, through the focus group discussions it became apparent that across Ontario, there is confusion, lack of agreement and diverse perspectives regarding the multi-lingual settlement worker’s role in general and subsequently their role as an interpreter. Some of these are the following:

- Interpretation is part of the core basket of settlement services and embedded in the role of the settlement worker; therefore settlement workers should provide interpretation for their clients as required to ensure their access to other human services and beyond (i.e., at the bank);
- Interpretation is part of the core basket of settlement services and embedded in the role of the settlement worker; however only settlement workers trained as interpreters should interpret for their clients as required to ensure their access to services within and beyond the human services; and,
- Interpretation is not part of the settlement workers’ role, and settlement workers should advocate with other organizations to take on the responsibility to meet their client’s language needs.

Therefore, although it is beyond the scope of this study, it is important to clarify the role of the multi-lingual settlement worker vis-à-vis interpretation. Despite the lack of clarity regarding the role of the multi-lingual settlement worker, there was general agreement among focus group participants about the need for clarity regarding the delivery of interpretation within the sector as well as the need to establish boundaries that can support settlement organizations and front-line workers in particular, to understand when interpretation may or may not be provided for clients using other services. At the same time, settlement sector representatives are very concerned that clients will fall through the cracks, given the lack of interpretation available in other sectors.

Therefore, there was strong feedback from focus group participants that the sector will need support to manage both boundaries and limitations of service, given its strong commitment to supporting newcomer access to services. The sector is looking to CIC to provide clear guidelines, training and funding to ensure that newcomers have access to quality interpretation across the sector. Further, the sector is prepared to advocate with other sectors to do their “fair share”, but is calling upon CIC and MCI to provide leadership in bringing together policy makers from other sectors to address this issue. The diagram below, through the broken line between the interpreter and the intersecting sectors, describes how, in the current state, the settlement sector is providing ad-hoc solutions to the language access needs across those sectors.

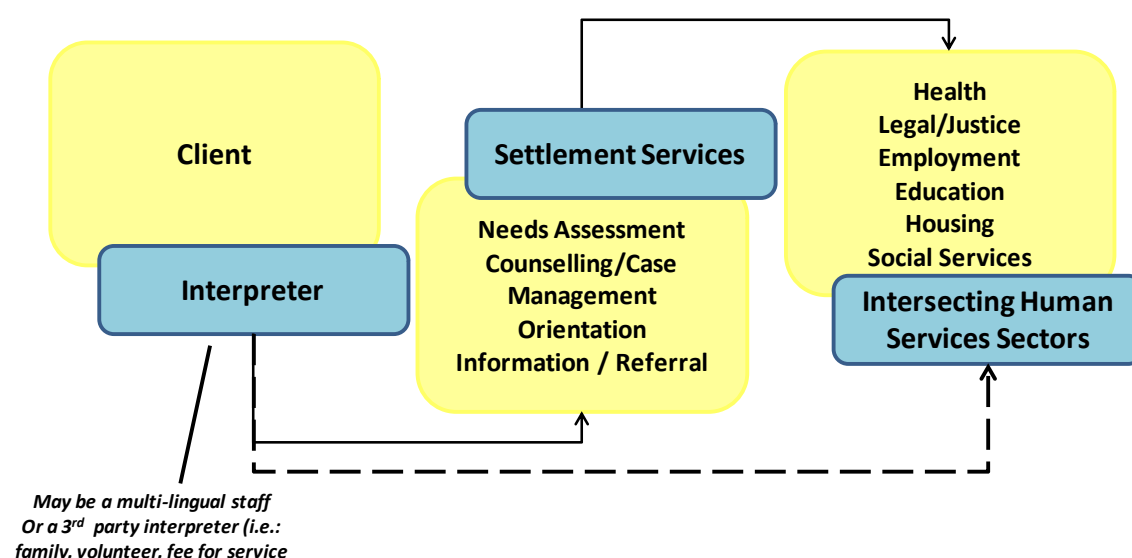


Figure 3: Current State Scope of Interpretation

2.6. Recommendations

In the absence of an inter-sectoral solution to the delivery of interpretation services in Ontario, the following are being recommended to CIC:

1. Establish and communicate CIC guidelines requiring the use of qualified interpreters for the delivery of core settlement services (needs assessment, counselling/case management, orientation, information and referral).

2. CIC should establish an action plan to support the implementation of these guidelines, including a timeline of activities that will be required to move settlement service providers from the current to the future state.
3. Provide orientation and training to the sector to promote the adoption and use of the guidelines. This would include the development and dissemination of decision-making trees for the appropriate use of qualified interpreters as opposed to multi-lingual staff.
4. Establish a dedicated budget line for interpretation and communicate a directive to the sector clarifying that a) these funds are dedicated to support the delivery of settlement services, and b) organizations should refrain from providing interpretation services at no cost to other human service sectors.
5. CIC should work with the settlement sector to explore the language needs of high-risk immigrant and refugee groups. Recognizing that these groups require extensive support throughout the settlement process beyond a settlement worker or a professional interpreter, it may be feasible to review the needs of this group and create sufficient support services via existing or new programs (i.e., HOST, life skills workers, peer outreach workers, etc.).
6. Initiate a dialogue with the settlement sector to clarify and reach consensus regarding the function of interpretation within the multi-lingual settlement workers' role. (Note: it is understood that this activity is underway through the "Professionalization Project").
7. Continue to provide leadership in the area of interpreter services and engage in dialogue and joint ventures with other sectors to improve newcomer access to interpretation services.

Figure 4 below describes a defined scope to interpretation within the sector and calls upon other sectors to "do their fair share" to meet the language access needs of newcomers.

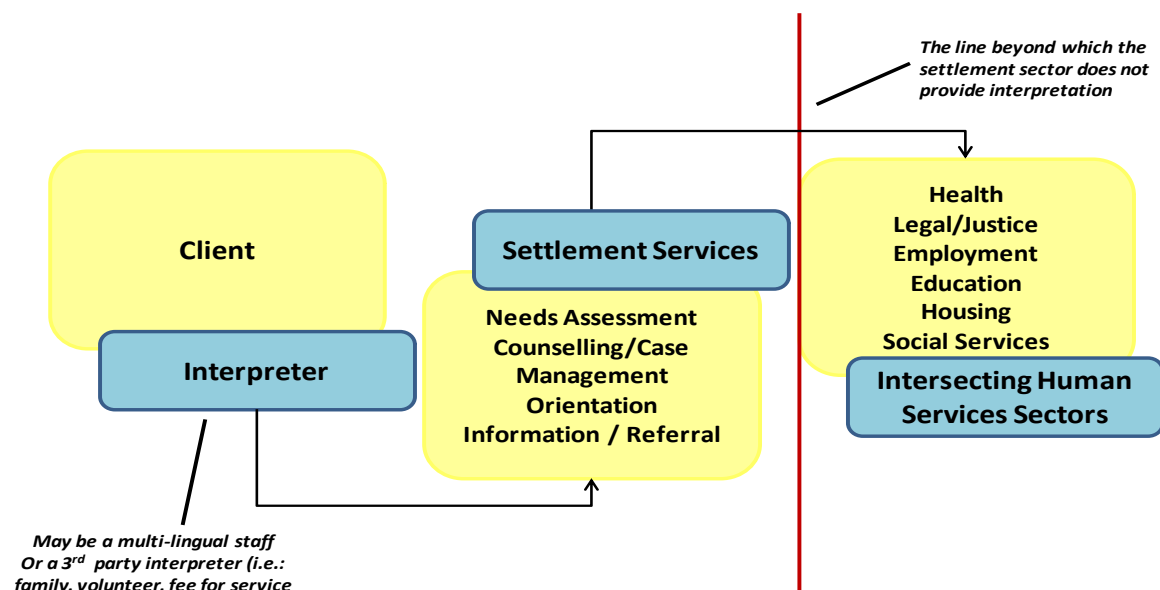


Figure 4: Future state scope of interpretation

It is recognized that the proposed recommendation presents several risks and tensions which need to be addressed with mitigating strategies. These are outlined in Table 1 below.

Risk / Tension	Mitigating Strategies
There is no “solution” on the other side of the line. There is a general absence of interpretation services available to clients upon referral to many of the human services	<ul style="list-style-type: none"> • CIC should develop and disseminate good communication to the sectors, i.e., departments, ministries, agencies, etc. to explain the approach, implications, solutions, actions, support, etc., in order to manage and mitigate and to provide the leadership required; • Settlement workers should prepare their current clients for the potential lack of interpretation; • Settlement workers should advocate with the service providers to provide interpretation services and educate other service providers about how to secure interpretation services; • Executive Directors should meet with leadership of partner organizations to discuss the need for a more consistent approach to interpretation and explore partnership initiatives that develop capacity within the organization to deliver interpretation; • CIC and settlement sector leaders should develop cross sector partnerships and strategies that support other sectors to deliver interpreter services.
Settlement workers struggle not to provide the “solution”, that is accompany their clients as interpreters or provide interpretation by telephone	

Table 1: Risks and Mitigating Strategies

2.7. Conclusion

This review of interpretation within the human service sectors interfacing with settlement outlines the need to address the boundaries for the delivery of interpretation by the settlement sector. While clarification is welcomed by the sector, PSTG would advise CIC to mitigate the risks and address the tensions involved in establishing such boundaries in a proactive and supportive manner.

3. Standards of Practice for the Settlement Sector in Ontario

3.1. Introduction

This section presents the findings of a literature review that was carried out in order to identify standards of practice used by various national and international jurisdictions to guide interpretation of service delivery. Further, this section draws upon the findings of the literature review and identifies standards to guide the delivery of interpretation in the settlement sector in Ontario.

The 2009 LITS Study resulted in a recommendation to develop and implement province-wide standards to promote quality, consistency and reliability in the delivery of interpretation across Ontario and the sector.

The expectation of the interpreter has evolved considerably and the interpreter is now recognized as requiring a series of competencies over and above language proficiency, including the need for a high degree of professionalism and ethics. Settlement service providers use numerous strategies to provide interpretation for their clients, including the use of volunteers, staff, family, fee-for-service interpreters (trained and certified by a “recognized” institution), or internally trained interpreters. Historically, there was an ad-hoc understanding of an interpreter as an individual with a working knowledge of at least two languages.

At the same time, there continues to be a lack of agreement regarding the role of the interpreter which is demonstrated by the use of different titles, including, “community interpreter”, “cultural interpreter”, or “public service” interpreter (Phelan, 1999). Each of the terms has an associated bias; for example, “community interpreter” is misunderstood to be an individual who is not qualified. The preferred name in Canada for a qualified interpreter servicing areas of the public service (including health and legal sectors) tends to be “cultural interpreter” (Roy 1999; Roberts, 1997). Regardless of the terminology, the model that best captures the flavours of interpretation is described by Roberts (1997) as community or cultural interpretation which includes a subset of interpretation settings (medical, legal, and public sector).

Although setting specific interpreters include individuals identified as “medical” and “court or legal” interpreters as well as “conference” interpreters, this review focuses upon the “community” interpreter. See Appendix E for a description of the multitude of settings and interpretation delivery methods (formal⁵, semi-formal⁶, and ad-hoc⁷).

Roberts (1994) lists a set of characteristics that describe the community interpreter as:

- Working to ensure access to public services, and are therefore likely to work in public settings;
- More apt to be interpreting dialogue-like interactions than speeches;

⁵ Formal method of delivery refers to organizations that have put in a place a system that is integrated in their service deliver to serve clients that have a deficiency in English. The qualified interpreters are either contracted from particular agencies or a pool of qualified interpreters is arranged in-house.

⁶ Semi-formal method of delivery described organizations that understand the need for interpretation and in face of the demand for such service; they have staff or volunteers who serve as interpreters. This system does not provide with qualified interpreters.

⁷ Ad-hoc or informal method of delivery refers to organizations that deal with interpretation as the need arises. These organizations do not have a system of pooling interpreters but informally cover the service through staff that might happen to speak the client’s language.

- Routinely interpreting into and out of both or all of their working languages; and,
- Interpreting a great many languages, many of them minority languages that are not the language of government in any country, are interpreted at the community level, unlike the limited number of languages of international diplomacy and commerce handled by conference and escort interpreters.

Roberts also suggests that the community interpreter is often viewed as an advocate or "cultural broker" who goes beyond the traditional neutral role of the interpreter. In the current movement to professionalize interpretation, this perspective is controversial.

Today, leaders in the industry argue that, in fact, the community interpreter should be unbiased and objective in faithfully communicating information between the service provider and service recipient. However, because the recognition of the community interpreter as a professional is still in the early stages, efforts associated with the establishment of professional standards of practice and codes of ethics are relatively new. Further, as the previous section indicates, interpretation within the settlement sector is complex, as the multi-lingual settlement worker is often acting as an interpreter, and becomes a "de-facto" cultural broker or advocate.

Additionally, the lack of legislative or policy drivers at the federal or provincial levels and the devolved nature of human services planning and delivery have also contributed to the lack of professional standards of practice, training, and certification. As demonstrated in the 2009 LITS Study, the creation of standards of practice is recognized as a requirement for supporting professionals in interpreting in different areas of the public sector. It is understood by the sector that standards will also help the sector, individual organizations, and interpreters to develop benchmarks and a performance management approach to delivering interpretation services.

This review examines the relevant standards of practice employed in the field of interpretation across numerous jurisdictions with an aim to develop guidelines or standards to promote the delivery of high quality interpretation services in Ontario's settlement sector.

3.2. Methodology

To undertake this comprehensive literature review⁸, a search strategy was developed which identified the key search terms and locations. See Appendix F for information regarding the search strategy employed. Overall, 36 items were identified for review, representative of both academic and grey literature and which discuss interpretation in the medical, legal, general and private sector context.

Of the 36 items identified, we focussed on 18 standards of practice and/or the code of ethics documents used by or developed by organizations to guide the delivery of interpretation. For the purposes of this review we are using the term "standards" to discuss standards for practice or code of ethics or a combination of the two. See Appendix G for a list of the 18 standards of practice documents reviewed. While standards of practice are a set of guidelines that define what an interpreter does in

⁸ A comprehensive and structured review identifies, appraises, and synthesizes research evidence according to explicit methods to select and critically appraise relevant research (elsevier.com/framework_products/promis_misc/edurevguidetowriting.pdf)

the performance of his or her role to ensure a consistent quality of performance, a code of ethics provides “a set of principles or values that govern the conduct of members of a profession while they are engaged in the enactment of that profession” (NCIH, 2005, p. 7).

The 18 standards documents were reviewed in order to compile a comprehensive list of elements or dimensions identified as standards for practice (e.g., confidentiality, accessibility, accountability, etc). Subsequently, each document was reviewed for the presence or absence of the identified dimensions (see Appendix H for detailed tables). This was done to analyze the frequency of inclusion of each of the dimensions from the compiled list. Finally, we analyzed the documents and dimensions of standards of practice to develop recommendations for those which are most pertinent to the settlement sector. The methodology is presented in Figure 5 below.

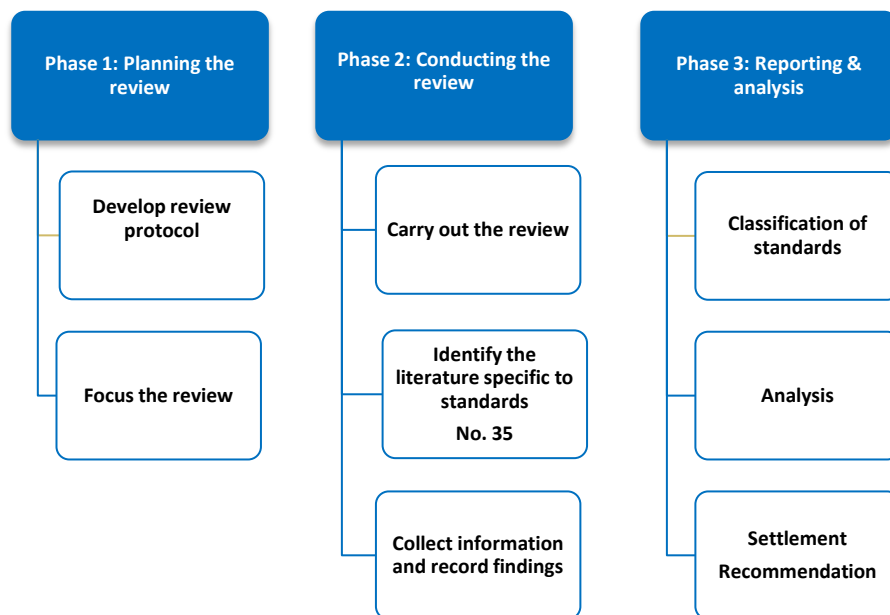


Figure 5: Methodology – Review of Standards

3.3. Findings

Upon compiling the list of standards for practice dimensions (see Figure 6), it was found that the standards could be categorized into one of three groups:

- Qualifications – Describes the list of skills required for quality interpretation including interpreting competence, language competence, accuracy, research and technical competence, performance measurement, professional development, certification and misconduct;
- Ethics - Describes the standard of practice dimensions that encompass fundamental values related to conducting a successful community interpretation engagement, such as: accessibility; advocacy; debriefing; ethical decision making; conflict of interest; accountability; cultural sensitivity; respect; integrity and impartiality; and,

- Roles - Includes the prescribed roles of each of the stakeholders in the interpretation engagement including the interpreter, service provider, and the client, as well as a description of an overall interpretation encounter.

For a definition of each of the standards of practice dimensions listed above, see Appendix I.

Further, we found that the most frequently included standards dimensions, as represented in Figure 6 below, include:

- Confidentiality
- Role of the interpreter
- Interpreting competence
- Language competence
- Accuracy

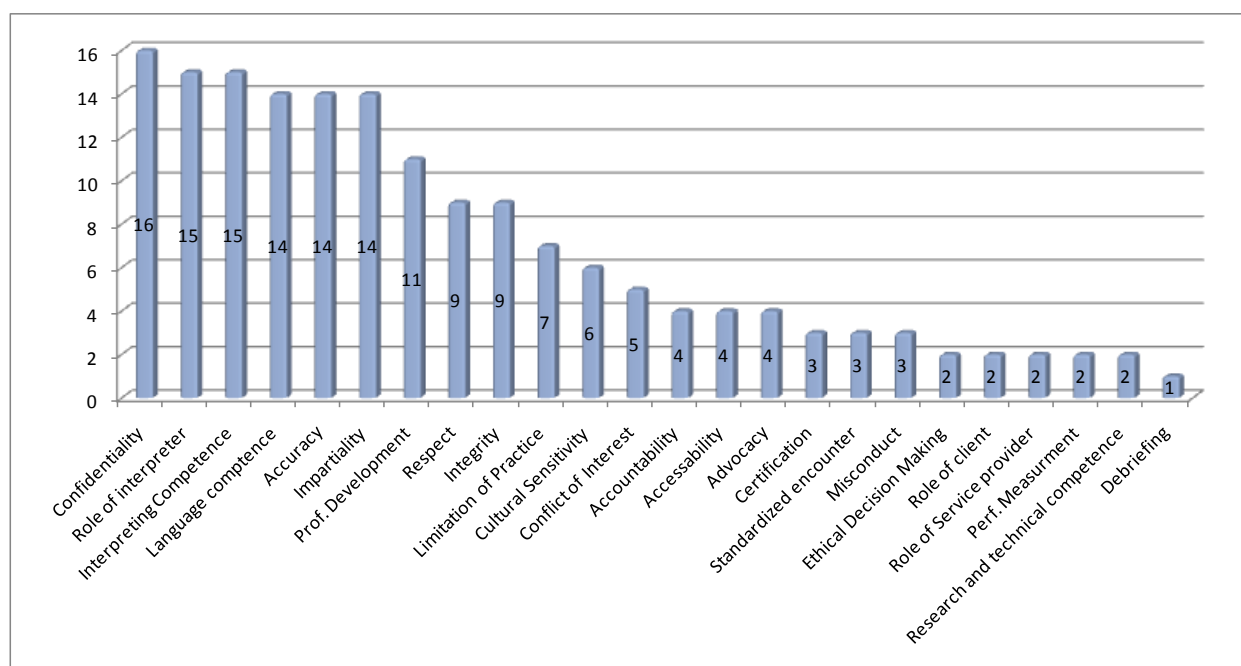


Figure 6: Summary of frequency of capture

In order to understand how each of the dimensions is captured across the 17 reviewed documents, a scale was created. The scale groups standards according to low, moderate, and high capture. A summary of the frequency with which each dimension is captured is described in Table 2.

Frequency of Capture	Dimension
High (sited in more than 10 standards documents)	<ul style="list-style-type: none"> • Role of the interpreter • Confidentiality • Interpreting competency • Language competency • Impartiality • Accuracy
Moderate (sited in 5 – 10 standards)	<ul style="list-style-type: none"> • Integrity

Frequency of Capture	Dimension
documents)	<ul style="list-style-type: none"> • Respect • Professional Development • Limitations of practice • Cultural Sensitivity
Low (sited in less than 5 standards documents)	<ul style="list-style-type: none"> • Ethical Decision Making • Conflict of Interest • Certification • Performance Measurement • Research and Technical Competence • Accessibility • Accountability • Standardized Encounter • Role of Service Provider • Role of Client • Advocacy • Debriefing • Misconduct

Table 2: Frequency of Capture Ranges

In addition to the overall frequency with which each dimension is sited, we were able to describe the frequency of capture for each dimension within its particular grouping. This is depicted in the following three web diagrams.

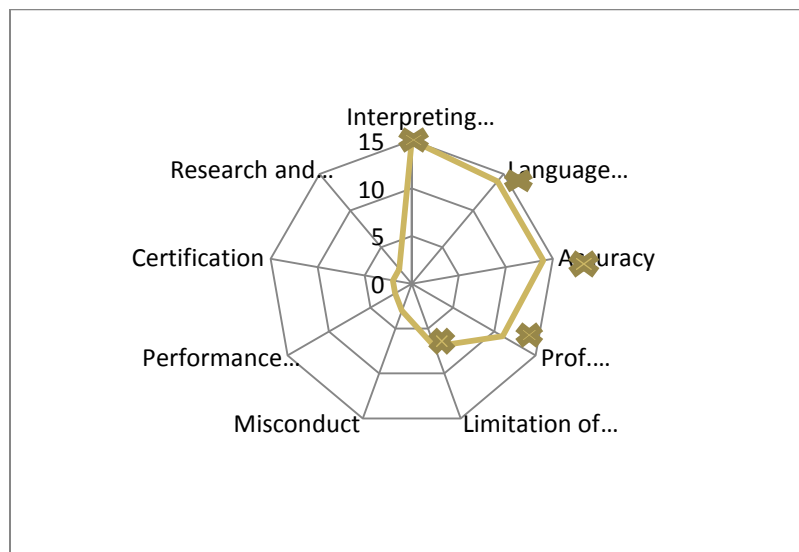


Figure 7: Frequency of Qualifications Dimensions

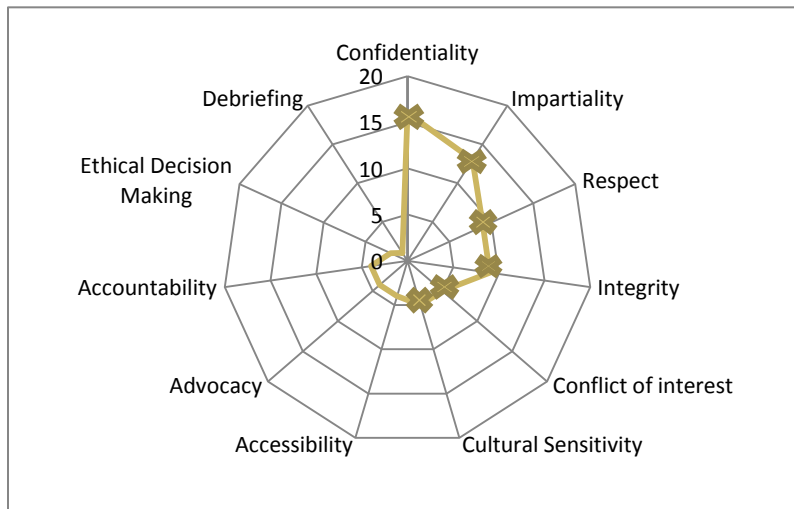


Figure 8: Frequency of Ethics Dimensions

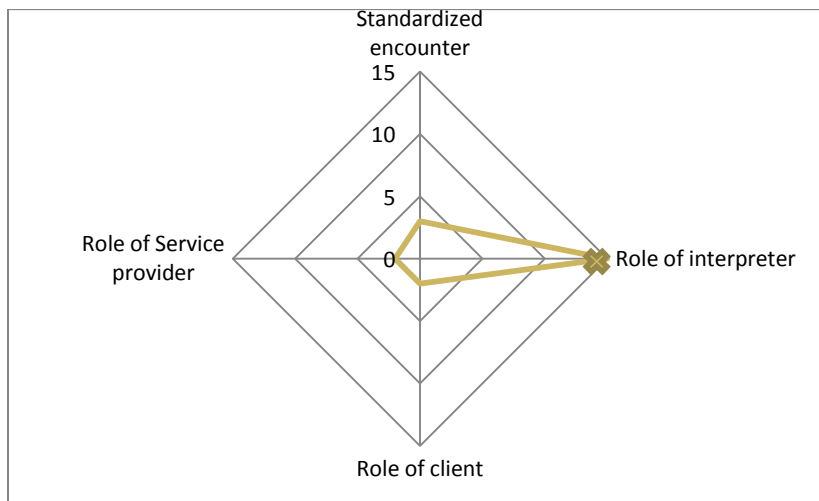


Figure 9: Frequency of Roles Dimensions

3.4. Summary of Findings

The National Standard Guide for Community Interpretation Services (NSGCIS) was developed by the Health Interpretation Network (HIN) through multi-lateral collaboration with the Association of Canadian Corporation in Translation and Interpretation (ACCTI), Critical Link Canada (CLC), and the Language Industry Association (AILIA), and engaged numerous stakeholders within the community interpretation field (i.e., not-for-profit organizations, interpreters, academia, government and private sector). It represents an innovation in the field of standards of practice because it creates a standard of practice that applies to the delivery of interpretation across a broad range of public settings. The NSGCIS has been validated, endorsed, and accepted for the past three years at the national and international level, an indication of the extent of its comprehensiveness and application in the field of community interpretation. See Appendix J for the link the NSGCIS.

Focus group discussions with the settlement sector validated the need for standards as identified through the 2009 LITS Report. Further, sector stakeholders agreed that the NSGCIS, as a leading Canadian document, should be referenced by the sector. The NSGCIS includes the following dimensions, many of which were found to have a high inclusion rate through the document review (73% + inclusion rate):

- Ethics: Confidentiality, Impartiality (objectivity), Integrity, Respect, Accessibility, Cultural Sensitivity
- Qualifications: Language and Interpreting Competence, Accuracy, Limitation of Practice, Professional Development, Research and Technical Competence
- Role: Role of the Interpreter, Role of the Service Provider, Role of the Client.

At the same time, there are several dimensions not included in the NSGCIS which may be relevant for Ontario's settlement sector. These include:

- Advocacy
- Misconduct
- Ethical decision making
- Debriefing
- Performance measurement
- Standard encounter

Through focus group discussions with settlement sector stakeholders, the dimensions of advocacy and debriefing were discussed as particularly relevant. Interpreters in the settlement setting are often exposed to personal stories involving traumatic circumstances; a debriefing session between a service provider and the interpreter provides a safe space for the interpreter to discuss both personal and professional responses to encounters which may, for instance, impact the ability to remain, objective and respectful with the client in future encounters.

The inclusion of the research and technical competence dimension was seen as useful for enhancing knowledge and skills relevant to interpretation within the settlement sector, and these are available within the NSGCIS. Furthermore, there was a very strong and positive response from settlement sector stakeholders regarding the need to incorporate performance measurement within the sector's standards in order to create a high-performing community interpretation service. See Appendix L for examples of approaches to performance management that currently exist in the sector.

Leadership in standards for community interpretation is also being provided by two organizations in the United States, the International Medical Interpreters Association (IMIA) and the National Council on Interpreting in Health Care (NCIHC). While both of these organizations are focused on medical interpretation, their standards of practice and their ethics guidelines have been adopted in other sectors in the United States and internationally. These standards also include many of the most frequently cited dimensions, and stress the importance of performance measurement as a method for evaluating and providing quality assurance to stakeholders.

It should be noted that many of the organizations that have developed standards documents such as IMIA and NCIHC are not always clear in distinguishing standards of practice from ethics code in their documents. In developing standards for the settlement sector, it may be useful to define these elements clearly to ensure their consistent understanding and application. This particular observation is

addressed by the NSGCIS, and is also well articulated in the LIS Interpreter Training Program Curriculum updated by the Ontario Ministry of Citizenship and Immigration in 2008.

Of note for the settlement sector, this review indicated a lack of high inclusion (in more than ten documents) of both certification and accessibility of services. At the present moment, certification is not seen as a relevant standard to be included in a general standard of practice document as there is no formal certification mechanism in place in Canada to support the existence of such a guideline. Accessibility of services, as a dimension, is treated in some documents, under the role of the interpreter dimension where urgent, emergent, and regular response to assignments (particularly relevant in health care where timing is more critical) are prescribed. In the context of settlement, accessibility may take the form of a general guideline describing that the provision of interpreter services should be efficient and convenient from the perspective of client access to services.

3.5. Recommendations

Given what has been found in the literature and through consultation with the sector, it is recommended that CIC:

1. Adopt the NSGCIS to provide guidelines for the consistent and reliable delivery of high quality interpretation in Ontario's settlement sector.
2. Negotiate the development and incorporation of a settlement addendum (see Appendix K for an example of each standard dimension recommended for the addendum) to the NSGCIS to provide standards related to:
 - a. Advocacy – Interpreters, as neutral and objective, should refrain from advocacy;
 - b. Debrief – Interpreters should have access to a service provider with whom to debrief on particular client encounters;
 - c. Performance management – Settlement organizations should have a system in place to monitor and manage the quality of interpretation;
 - d. Standard encounter – Settlement organizations should have a guideline that describes a “generic” interpretation encounter for all parties involved.
3. Identify and provide the support required to ensure the adoption and use of the proposed standards by the settlement sector including orientation, training, funding and information technology.
4. Collaborate with other organizations that promote the use of and develop standards for community interpretation in Canada's human services sectors.

3.6. Conclusion

This review of international standards of practice documents for community interpretation, as well as consultation with stakeholders confirms that there is a need for the establishment of standards of practice for community interpretation in the settlement context. By adopting the NSGCIS standards of practice document in conjunction with the additional standards identified above, CIC can leverage

existing industry expertise while providing leadership in the promotion of consistent and reliable interpretation in the settlement and its related sectors.

4. Interpreter Training and Testing

4.1. Introduction

The 2009 LITS Report found that Ontario lacks, "...a consistent approach to the training and testing of interpreters across the *settlement* sector." In order to improve this gap and improve the overall delivery of LITS in Ontario, the study recommended the implementation of a standard of common training and testing program for interpreters.

The aim of this section is to present the findings of an Environmental Scan that was undertaken to describe the Language Interpreter Training Programs (LITPs) that are currently available in Ontario. This section assesses the LITPs against the standards recommended in the previous section and identifies those programs that would meet the proposed standards for the settlement sector in Ontario.

4.2. Background

From 1989 to 2002, the Ministry of Citizenship and Immigration (MCI) coordinated the development of interpreter training curriculum in Ontario. During these years, MCI worked with community-based agencies on the delivery of interpreter training programs. In 2004 the Cultural Interpreter Services and Training Program was renamed the Language Interpreter Services (LIS) program to more accurately reflect the role of the interpreter as someone who accurately interprets the language and does not provide cultural explanations.

In 2003, the training curriculum and resources developed through MCI enabled the delivery of interpreter training courses at Niagara, Mohawk and St Clair Colleges. In response to demands from the community and in recognition that the standards in the delivery of interpreter services would only be maintained by the presence of interpreters who are trained to the standards of practice as defined by the Ministry, in March 2005 the Minister of Citizenship and Immigration approved the allocation of \$200,000 to support the development of a standardized, competency-based, introductory college training curriculum for spoken language interpreters in the social, legal and health care sectors and for those who work with victims of domestic violence.

Today, in Ontario, interpreter training programs are typically delivered by four kinds of organizations:

- Organizations funded through MCI's Language Interpretation Services (LIS) Program;
- Community colleges;
- Other non-for profit organizations; and,
- Private companies.

This review focused extensively upon the LIS and College programs, because they are highly regarded curriculum-based LITPs from the perspective of industry leaders on the Steering Committee and in the interpretation field. As a point of comparison, two not-for-profit programs were also reviewed. Private companies were excluded from the study, as agreed upon by CIC and the Steering Committee (see Appendix M for a description of the interpretation training programs captured in the study).

4.3. Methodology

A list of LITPs for inclusion in the review was prepared in consultation with CIC and the Steering Committee, and key contacts for each LITP program were identified (see Appendix N for a list of participating organizations)⁹. The identified informants were interviewed by telephone using a standard interview developed in consultation with the Steering Committee (see Appendix O for the questionnaire). The information collected was analyzed and further reviewed and validated through focus group consultation with representatives from the settlement sector. The analysis and feedback from the sector led to the development of recommendations for identifying training programs that perform well against settlement criteria and standards (See Figure 10 for a graphic description of the methodology).



Figure 10: Methodology for reviewing interpretation training programs in Ontario

The interview guide was developed to explore how the LITPs in Ontario incorporate the dimensions listed below within their course offerings. The dimensions were identified by the Steering Committee early on in the project as relevant to the delivery of quality interpretation within the settlement sector (see Appendix P for a more detailed description of the dimensions).

1. Curriculum Components
 - i. Core competencies:
 - a. Consecutive Interpreting
 - b. Simultaneous Interpreting
 - c. Sight Translation
 - ii. Constituent Tasks:
 - a. Active Listening
 - b. Note Taking
 - c. Retention in Memory
 - d. Mental Transposition
 - e. Verbalization in Target Language
2. Standards of Practice and Ethical Principles
3. Setting Specific Interpreting:
 - a. Court Interpreting
 - b. Child Victims/Witnesses
 - c. Health Care

⁹ The providers that were selected offer a curriculum-based training program, and do not include private sector organizations.

- d. Violence Against Women (VAW) Prevention
- 4. Duration of LITP program (in hours)
- 5. Admission Requirements
- 6. Testing and Evaluation

4.4. Findings

The study found that while there is not a lot of variance between the colleges, LIS agencies and other not-for-profit organizations with respect to their admission requirements, curriculum or post testing, there are some areas of noted difference.

The most significant difference between the colleges, LIS agencies and other not-for-profit organizations is the duration of the training program, course fees and annual number of graduates. Because they recruit interpreters from specific language groups in order to respond to the needs of local immigrant populations, the LIS agencies and other not-for-profit organizations have admission requirements not required by colleges. The following section describes in greater detail the admission requirements, curriculum, post-testing and evaluation procedures of the training programs reviewed.

Admission Requirements

Each of the colleges, LIS agencies and other not-for-profit organizations consulted require successful completion of the ILSAT/CILISAT test (scoring 70% or higher), and a minimum of a high school education for admission to the LITP program. Both the LIS agencies and other not-for-profit organizations require the applicants to comply with additional requirements such as submitting an application and/or resumé, participating in an information session and/or interview, providing references and/or a police criminal reference check. The LIS agencies and other not-for-profit organizations also recruit students who have proficiency in languages that match the current needs of local immigrant and newcomer populations. Some organizations require students to exhibit an understanding of issues that impact immigrants such as settlement.

The cost of LITP programs varies greatly between Ontario colleges (approximately \$900 to \$2,000), LIS agencies (\$0 to \$850) and the other not-for-profit organizations (\$0). In addition to course fees, LITP students are required to pay for the ILSAT/CILISAT test and course materials. The fees for the ILSAT/CILISAT test vary by region and typically cost \$0 to \$168. Some organizations such as Multi-lingual Community Interpreter Services partially reimburse students for the cost of the ILSAT/CILISAT test. Course materials generally range between \$0 and \$250. The details of the admission requirements for LITP programs and Ontario colleges, LIS agencies and other not-for-profit organizations are included in Table 1 of Appendix Q.

Curriculum

Overall, each of the colleges, LIS agencies and other not-for-profit organizations consulted include core competencies, constituent tasks, standards of practice and ethical principles, and setting-specific interpreting in the LITP curriculum. In terms of setting-specific interpreting, the majority of LITP

providers discuss court interpreting, child witnesses/victims, health care interpreting and interpretation in violence against women (VAW) settings. The duration of LITP program varies greatly between Ontario colleges (180 hours), LIS agencies (84 to 120 hours) and other not-for-profit organizations (50 to 100 hours). Table 2 in Appendix Q identifies the various components in the LITP curriculum at Ontario colleges, LIS agencies and other not-for-profit organizations.

Post Testing and Evaluation

With the exception of one organization, all of the Ontario colleges, LIS agencies and other not-for-profit organizations require that students complete a final examination in order to graduate. In some cases, exams are held mid-term and at the end of the program; in other cases there is an exam per course module. All of the colleges and organizations ask the students to complete a program evaluation to assess both the curriculum and the instructors. Some organizations also include a self-assessment tool for students. Students who graduate from the LITP programs consulted in this study receive a certificate of completion. The annual number of graduates varies greatly among the LITP providers. The largest number of students that graduate from an Ontario college annually is 25, while up to 200 students are trained each year by an LIS agency and up to 100 at a non-LIS not-for-profit organization. Table 3 in Appendix Q highlights the graduation requirements, curriculum evaluation and outcomes of the LITP programs in Ontario.

4.5. Summary of Findings

The following table presents the areas where LITP programs in Ontario converge and diverge based on the three factors of comparison: curriculum components, admission requirements, and testing, curriculum evaluation and outcomes.

	Points of Convergence	Points of Divergence
Curriculum Components	<ul style="list-style-type: none"> • Core competencies • Constituent tasks • Standards of practice and ethical principles • Setting specific interpretation 	LITP Program Duration: <ul style="list-style-type: none"> • Colleges – 180 hours • LIS agencies – 84 to 120 hours • Other not-for-profit organization – 5 hours to 100 hours

	Points of Convergence	Points of Divergence
Admission Requirements	<ul style="list-style-type: none"> • Scoring 70% or higher on the ILSAT/CILISAT test • Minimum high school education 	<p>LITP Course Fees:</p> <ul style="list-style-type: none"> • Colleges - \$912 to \$2,010 • LIS agencies - \$0 to \$850 • Other not-for-profit organizations - \$0 <p>LIS agencies and other not-for-profit organizations may also require:</p> <ul style="list-style-type: none"> • Submission of an application and/or resume; • Participation in an information session and/or interview; • Providing references and/or police criminal reference check; • Ability to speak target language(s) reflective of local immigrant populations; and, • Understanding of issues relevant to immigrant communities.
Post Testing and Evaluation	<ul style="list-style-type: none"> • Testing comprised of written and audio components • Curriculum evaluation • Issuance of a Certificate of Completion 	<p>Maximum Number of Graduates (annually per LITP):</p> <ul style="list-style-type: none"> • Colleges - 25 • LIS agencies - 200 • Other not-for-profit organizations – 100

Table 3 – Points of Convergence and Divergence among LITP Programs in Ontario

In comparing the curriculum-based LITPs, that is the LIS programs and the community colleges, against the standards proposed in the previous section, it was found that the curriculum across these LITPs appears to be highly consistent with the proposed standards. For example, all LITPs include the proposed ethics standards as well as standards related to qualifications. This is not surprising as the training curriculum used by the LIS and the colleges was developed by steering committees comprised largely of the same experts, with the LIS curriculum largely influencing the college curriculum.

However, focus group discussions with the Steering Committee and the settlement sector, suggest that, while both the LIS and college curriculum are considered to be comparable in terms of conforming to the proposed standards for the sector, the most significant factor differentiating the two, and which impacts service quality, is the duration of the programs. While LIS training programs range from 84 – 120 hours, the college programs are 180 hours in length. The additional hours result in students acquiring significantly more practical interpretation experience. Overall, focus group participants agreed that an interpreter should participate in a training program that is at least 80 hours in duration and

which offers a curriculum that is consistent with sector-wide standards. There was also agreement that interpreters are able to gain on-the-job experience and that the additional practical experience attained through the college program should not be a requirement.

Through discussion with industry experts, it was also found that the Health Interpretation Network is currently reviewing interpreter training programs and interpreter qualifications. One of the recommendations being proposed through the HIN review is the requirement for a university level education to attend a LITP as they have found through their research that the quality of interpretation is linked to educational attainment of interpreters. While this may be an issue to address in specialized fields such as medical or legal interpreting, discussions with settlement representatives felt that imposing this criteria a) may not be necessary given the more generic interpretation requirements, and b) may diminish access to otherwise qualified interpreters from new and emerging immigrant groups.

4.6. Recommendations

In consideration of the standards being proposed for the sector, as well as settlement sector perspectives regarding its interpretation needs, it is recommended that CIC:

1. Develop and communicate guidelines requiring the use of qualified interpreters for the delivery of settlement services. Qualified interpreters are those who have completed curriculum-based training programs that at a minimum meet the following criteria:
 - As a prerequisite for participation in training, student must:
 - Score 75% or higher on either the CILISAT or ILSAT test;
 - The training curriculum must include the following:
 - Standards of practice and ethics including but not limited to confidentiality, impartiality (objectivity), integrity, respect, accessibility, cultural sensitivity, advocacy, misconduct, ethical decision making, role of the interpreter, role of the service provider, role of the client
 - Core competencies including but not limited to language competence, interpreting competence, accuracy, and limitations of practice
 - Setting specific competencies including but not limited to areas of relevance to the settlement setting such as advocacy, misconduct, ethical decision making and technical competence
 - Duration: Students will complete at least 80 hours of training. This may include any setting-specific training that is required to address issues relevant to the settlement sector or local needs.
2. Develop and offer a setting specific module specific to interpreters delivering services in the settlement sector.
3. Develop an implementation plan, including a realistic timeline that will support and guide the settlement sector to achieve training standards proposed herein.

4. Collaborate with organizations such as HIN, which are developing standards, guidelines and curriculum for community interpretation, to ensure that the most current approach in the industry is used.

Further, it is important that the standards for training of interpreters be determined in such a way that, while a common expectation for training is established, the mechanism for delivery of training does not place constraints on the availability of interpreters for certain languages. Therefore it is recommended that:

5. CIC review the current work being undertaken in the field which is calling for a university degree as a requirement for interpreter training to determine the need for this within the settlement setting.
6. CIC review the LITPs it funds that do not meet the proposed criteria to:
 - a. Assess the ongoing need / demand for the programs, and
 - b. Develop and implement a plan to support these programs to meet the recommended criteria.

4.7. Conclusions

To date, no national or provincial body has provided clear and consistent requirements for the training of community interpreters. By articulating the standards, including training requirements for interpreters working in the settlement sector, CIC is promoting high quality service delivery.

5. Project Summary

This section summarizes the recommendations proposed to CIC as a result of the information collected from numerous sources, consolidated and analyzed for this study. Adoption and implementation of these recommendations will provide clear, consistent, reliable and high quality interpretation for Ontario's settlement sector.

It is recommended that CIC:

Settlement Interpretation and Other Services

1. Establish and communicate CIC guidelines requiring the use of qualified interpreters for the delivery of core settlement services (needs assessment, counselling/case management, orientation, information and referral).
2. Establish an action plan to support the implementation of these guidelines, including a timeline of activities that will be required to move settlement service providers from the current to the future state.
3. Provide orientation and training to the sector to promote the adoption and use of the guidelines. This would include the development and dissemination of decision making trees for the appropriate use of qualified interpreters as opposed to multi-lingual staff.
4. Establish a dedicated budget line for interpretation and communicate a directive to the sector clarifying that a) these funds are dedicated to support the delivery of settlement services, and b) organizations should refrain from providing interpretation services at no cost to other human service sectors.
5. Explore the language needs of high-risk immigrant and refugee groups. Recognizing that these groups require extensive support throughout the settlement process beyond a settlement worker or a professional interpreter, it may be feasible to review the needs of this group and create sufficient support services via existing or new programs (i.e., HOST, life skills workers, peer outreach workers, etc.).
6. Initiate a dialogue with the settlement sector to clarify and reach consensus regarding the function of interpretation within the multi-lingual settlement workers role. (Note: it is understood that this activity is underway through the "Professionalization Project").
7. Continue to provide leadership in the area of interpreter services and engage in dialogue and joint ventures with other sectors to improve newcomer access to interpretation services.

Standards

1. Adopt the NSGCIS to provide guidelines for the consistent and reliable delivery of high quality interpretation in Ontario's settlement sector.

2. Negotiate the development and incorporation of a settlement addendum (see Appendix K for an example text for each standard dimension recommended for the addendum) to the NSGCIS to provides standards related to:
 - a. Advocacy – Interpreters, as neutral and objective party, should refrain from advocacy,
 - b. Debrief – Interpreters should have access to a service provider with whom to debrief particular client encounters,
 - c. Performance management – settlement organizations should have a system in place to monitor and manage the quality of interpretation,
 - d. Standard encounter – settlement organizations should have a guideline that describes a “generic” interpretation encounter for all parties involved.
3. Work together to identify and provide the supports required to ensure the adaption and use of the proposed standards by the sector including orientation, training, funding and information technology.
4. Collaborate with other organizations that promote the use of and develop standards for community interpretation in Canada’s human services sectors.

Training

1. Develop and communicate guidelines requiring the use of qualified interpreters for the delivery of settlement services where qualified interpreters are those who have completed curriculum-based training programs that at a minimum meet the following criteria:
 - As a prerequisite for participation in training, student must:
 - Score 75% or higher on either the CILISAT or ILSAT test;
 - The training curriculum must include the following:
 - Standards of practice and ethics including but not limited to confidentiality, impartiality (objectivity), integrity, respect, accessibility, cultural sensitivity, advocacy, misconduct, ethical decision making, role of the interpreter, role of the service provider, role of the client
 - Core competencies including but not limited to language competence, interpreting competence, accuracy, and limitations of practice
 - Setting specific competencies including but not limited to areas of relevance to the settlement setting such as advocacy, misconduct, ethical decision making and technical competence
 - Students will complete at least 80 hours of training. This includes any setting specific training that is required to address issues relevant to the settlement sector or local needs.
2. Develop a setting specific module specific to interpreters delivering services in the settlement sector.
3. Develop an implementation plan, including a realistic timeline that will support and guide the settlement sector to achieve training standards proposed herein.

4. Collaborate with organizations such as HIN, which are developing standards, guidelines and curriculum for community interpretation, to ensure that the most current approach in the industry is used.
5. CIC review the current work being undertaken in the field which is calling for a university degree as a requirement for interpreter training to determine the need for this within the settlement setting.
6. CIC review the LITPs it funds that do not meet the proposed criteria to:
 - Assess the ongoing need / demand for the programs, and
 - Develop and implement a plan to support these programs to meet the recommended criteria.

5.1. Implementation Planning

The recommendations above require an implementation strategy to ensure that the business recommendations are implemented as smoothly as possible. Key activities in the implementation strategy include:

1. Develop a detailed project implementation and project management plan, identifying priorities, goals and objectives, key actions, milestones, deliverables, timelines and responsibilities.
2. Develop and roll out a communications plan for all relevant stakeholder groups to:
 - a. Disseminate the project report and/or key project findings and recommendations to CIC's diverse stakeholder groups.
 - b. Outline CIC's next steps and how the sector stakeholders can help.
 - c. Communicate regularly with the sector throughout implementation.
3. Adopt the NSCGIS internally.
4. Prepare a communications package, detailing the new guidelines and standards for interpretation in the sector.
5. Initiate negotiation with HIN to create a settlement addendum for the NSCGIS.
6. Develop and implement a Knowledge Transfer Strategy to promote the adoption and use of the guidelines and standards within the sector. The strategy should incorporate the following activities:
 - a. Disseminate the Interpretation Guidelines and NSCGIS to the settlement sector.
 - b. Provide orientation and training on how to apply to guidelines and standards to front line and management staff at settlement agencies.
 - c. Revise the NSCGIS once the addendum is created and disseminate to the sector along with orientation and training.
7. Develop a settlement specific training module.
8. Develop and roll out a business plan for rolling out the settlement specific training module (i.e.: integrate it into one of the current LITPs / stand alone course offered by CIC).
9. Carry out a review of the LITPs that do not meet the recommended criteria for training programs to determine a) whether there is a demand for programs. Should the review demonstrate a demand for these LITPs, CIC should develop and implement a strategy for ensuring these programs meet the recommended criteria.

10. Develop project performance metrics. In order for CIC to ensure that its objectives are clear and being met, project objectives should be developed and integrated into the project plan. This will clarify for all project stakeholders what is to be achieved, how it will be achieved and the measures for success.

Successful implementation of most project recommendations requires a phased approach that is considerate of available resources, budgets and stakeholder availability. Below is a depiction of an implementation strategy that includes estimated timelines for the achievement of key activities.

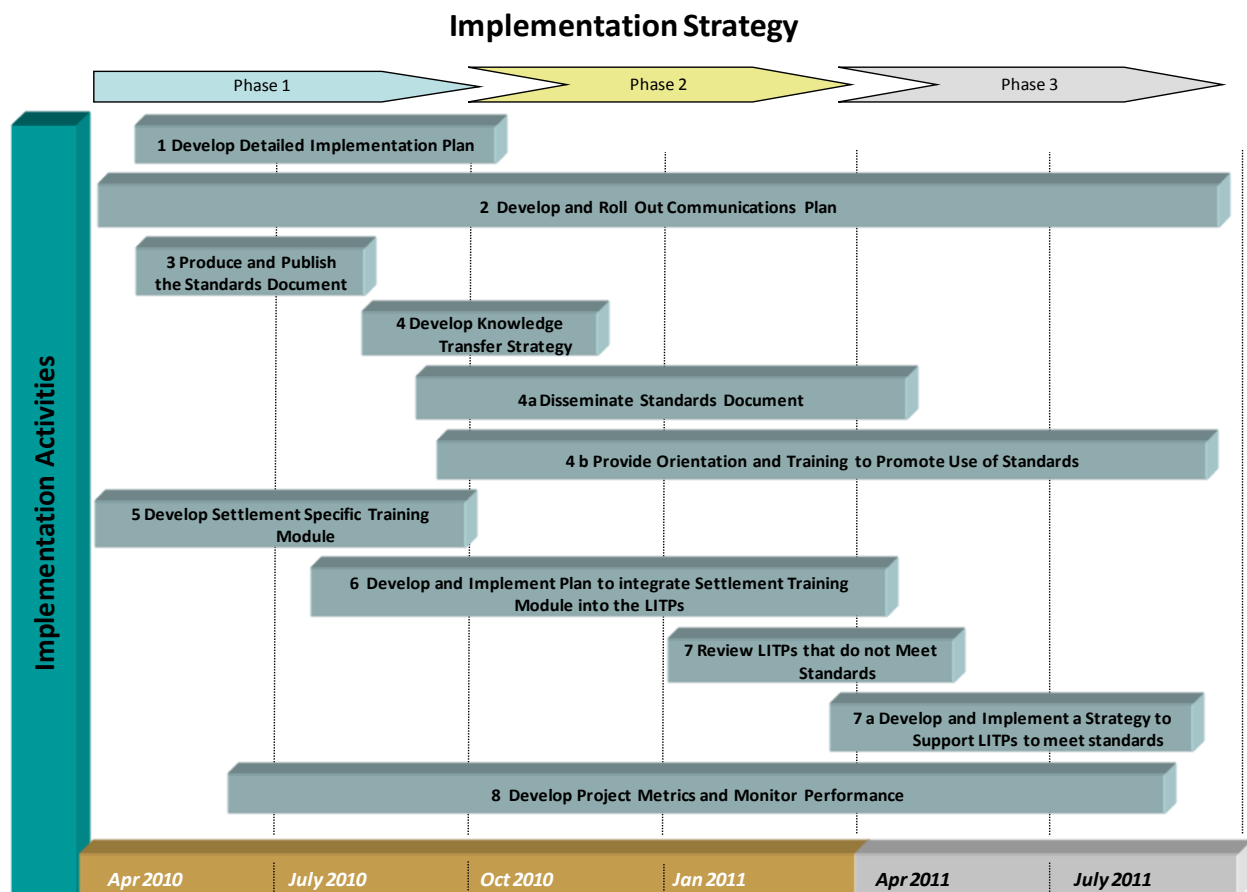


Figure 11: Implementation Plan

6. Conclusions

In carrying out this study, the following were observed:

1. There is significant demand for interpretation services within the settlement sector and more so in situations where the settlement client is referred to an allied human service provider;
2. There is significant opportunity for improvement to the delivery of interpreter services, namely the interest and will on the part of settlement stakeholders to improve service delivery;
3. There is tremendous interest on the part of the settlement sector to implement standards in the delivery of interpretation and to define where the settlement sector's responsibility for the delivery of interpretation within the broader human services begins and ends. At the same time the sector, is cautious that clients will fall through the cracks should rigid boundaries be imposed;
4. There is a significant need for CIC to provide leadership through the development and implementation of inter-sectoral strategies to address language access for newcomers; and,
5. There are many experts in the field of interpretation at work in Canada developing standards for both the delivery of interpretation and the training of interpreters. There is an opportunity for CIC to leverage and contribute to this expertise as it moves its commitments regarding interpretation forward.

Appendix A: Participants Consulted for the Review of Interpretation in Ontario's Human Services

Organization	Contact Person
Access Alliance Multicultural Health & Community Services	Axelle Janczur, Executive Director
London InterCommunity Health Centre	Patti Dupon Martinez, Social Worker
NorWest Community Health Centres	Anita Jean, Programs and Systems Manager
London Health Sciences Centre	
St Joseph's Health Centre	Elba de Leon, Manager of Interpreter Services
Thunder Bay Regional Health Sciences Centre	Don Edward, Director of Communication
University Health Network	Elizabeth Graham, Manager, Interpretation & Translation Services
Canadian Mental Health Association, London-Middlesex Branch	Dawn White, Clinical Director
Centre for Addiction & Mental Health	Stella Rahman, Clinical Services Consultant
Peel Addiction Assessment & Referral Centre	Karen Parsons, Executive Director
Ottawa Carleton District School Board	Wali Farah, Coordinator
Peel District School Board	Louise Clayton, Multicultural Settlement & Education Partnership Facilitator
Settlement Workers in Schools Program	Darcy MacCallum, Provincial Coordinator
Acces Employment	Andrew Ruddin, Manager
Skills for Change	Joan Collingworth, Executive Director
Employment Resource Centre, City of Ottawa	Ron Maptas, District Manager
Housing Help Center for London	Trudy Sutton, Executive Director
COSTI North York Housing Help Centre	Carolina Gajardo, Manager
Housing Help Centre for Hamilton	Larry Huibers, Executive Director
Barbra Schlifer Commemorative Clinic	Nora Angeles, Director, Interpreter Services
Immigrant Women Services Ottawa	Lucya Spencer, Executive Director
Information Niagara	Rosanna Thoms, Executive Director
Thunder Bay Multicultural Association	Cathy Woodbeck, Executive Director
Legal Aid Ontario, Brampton Office	Deanna Shewfelt, Area Office Administrator
Legal Aid Ontario, Thunder Bay Office	Jennifer Carten, Area Director
Ministry of the Attorney General, Court Services Division	Michael MacLean, Manager, Criminal & Jury – Court Interpreters

Table 1: Participant List

Appendix B: Description of the Human Services Included in the Review

Health

CHCs: Not-for-profit, community-governed organizations that provide primary health care, health promotion and community development services, using interdisciplinary teams of health providers. There are currently 74 CHCs and 28 Satellite CHCs in 110 communities across the province. At the provincial level, CHCs are represented by the Association of Ontario Health Centres. CHCs located in London, Toronto and Thunder Bay were consulted during the course of this study.¹⁰

Hospitals: The Province of Ontario has four different hospital types including public, private, federal and Cancer Care Ontario hospitals. There are 211 hospital sites across the province, of which 155 are hospital corporations and 56 facilities are hospitals under an umbrella corporation. The Ontario Hospital Association represents approximately 155 public hospitals. Four hospitals in Toronto and Thunder Bay were consulted for the purposes of this study.¹¹

Mental health and addictions agencies: Services that assist individuals and their families to deal with alcohol, drug or gambling addiction as well as psychological, emotional or psychiatric issues. The Ontario Federation of Community Mental Health and Addiction Programs brings together community mental health and addiction services across the province to help members provide effective, high-quality services through information sharing, education, advocacy and unified effort. London, Peel and Toronto-based mental health and addiction agencies were consulted during the course of this study.¹²

Education

Peel District School Board¹³: A public board of education for the Peel Regional Municipality serving the Ontario communities of: Caledon, Brampton, and Mississauga. The board covers students from kindergarten to grade twelve. The board has 189 elementary schools and 32 secondary schools.

Ottawa Carlton District School Board¹⁴: This refers to both the institution responsible for the operation of all English public schools in the city of Ottawa, Ontario and its governing body. The OCDSB has 147 school sites (117 elementary, 25 secondary including the Adult High School, plus five secondary alternate sites). Schools within the OCDSB provide English with Core French, Alternative, Early French Immersion, Middle French Immersion, Late French Immersion, and Gifted programs.

Employment

The Ontario Ministry of Community and Social Services (MCSS) has two core businesses:

- Income and employment supports: Through Ontario Works and the Ontario Disability Support Program (ODSP), the ministry provides income and employment supports to Ontario residents in need. Ontario Works provides financial and employment assistance to

¹⁰ Association of Ontario Health Care Centres. Information on Organization. Retrieved February 10, 2010 from <http://www.aohc.org>.

¹¹ Ontario Hospital Association. Description of Organization and Membership. Retrieved February 10, 2010 from <http://www.oha.com>

¹² Ontario Federation of Community Mental Health and Addiction Programs. Information Page. Retrieved February 11, 2010, from <http://www.ofcmhap.on.ca>

¹³ Peel District School Board. Information on board facts. Retrieved February 10, 2010, from www.peel.edu.on.ca.

¹⁴ Ottawa Carlton District School Board. Board Facts. Retrieved February 12, 2010 from www.ocdsb.edu.on.ca.

- eligible people in temporary financial need. ODSP provides financial and employment assistance to eligible people with disabilities to meet their unique needs and to help them gain greater independence; and,
- Social and community services: MCSS provides and funds a range of effective and accountable social and community services directed to those who are most in need and at risk. These programs include: Aboriginal Healing and Wellness Strategy, Adoption Disclosure, Developmental disabilities, Family Responsibility Office, Homelessness Prevention Programs, Interpreter and Intervener Services, and Violence against Women Prevention Programs.¹⁵

Housing

The Ontario Ministry of Municipal Affairs and Housing (MMAH) has two roles:

- To promote accountable local governments that are able to plan, manage and invest for the future; and,
- In December 2000, the Ontario government passed legislation, the *Social Housing Reform Act*, which transferred the responsibility for both the funding and administration of social housing programs to municipalities.

Unfortunately this study was unable to connect with representatives from municipal social housing programs. Instead, the PSTG Project Team has engaged member agencies of the Housing Help Association of Ontario (HHAO). HHAO is a provincial network of community-based, not-for-profit organizations delivering a spectrum of free housing help services.

Legal/Justice

Ministry of the Attorney General (MAG) delivers and administers a wide range of justice services including:

- Administering approximately 115 statutes;
- Conducting criminal proceedings throughout Ontario;
- Providing legal advice to, and conducting litigation on behalf of, all government ministries and many agencies, boards and tribunals; and,
- Coordinating and administering court services throughout Ontario.¹⁶

For the purposes of this study, the PSTG Project Team consulted with MAG's Court Services Division which manages more than 170 court offices in communities across Ontario. Their staff provides the interpreters required for court proceedings. This study also sought input from Legal Aid Ontario (LAO) that provides people who experience low income with access to a range of legal services that are tailored to meet their needs.

Ministry of Citizenship and Immigration (MCI) has four major responsibilities:

¹⁵ Ministry of Community and Social Services. Information on the Ministry. Retrieved February 10, 2010 from http://www.ontario.ca/en/your_government/009831

¹⁶ Ministry of the Attorney General. Information on the Ministry. Retrieved February 12, 2010 from <http://www.attorneygeneral.jus.gov.on.ca/>

- Celebrating the accomplishments of exceptional Ontarians and promoting a sense of belonging and attachment to the community and the province;
- Supporting a number of initiatives to promote volunteer action across the province;
- Helping newcomers settle in their new home and become productive members of society; and,
- Promoting accessibility for all Ontarians through initiatives designed to create a province where people of all abilities have the opportunity to participate fully and achieve their potential. Full accessibility benefits all of us.¹⁷

MCI is also responsible for the administration of the Language Interpreter Services program. The program is funded by the Ontario Women's Directorate and is part of the Ontario Government's Violence against Women Prevention Initiatives and Domestic Violence Justice Strategy.¹⁸ The Language Interpreter Services program helps community organizations develop and deliver spoken language interpreter services in communities across Ontario. These services are provided to victims of domestic violence who have limited English skills. The goal of the program is to enable victims of domestic violence with language barriers to access social, healthcare and legal services, and to the Domestic Violence Court System. Service providers in any social, legal or health care service which provide services to victims of domestic violence are eligible to request services funded through the Language Interpreter Services program on their clients' behalf.

Language Interpreter Services Agencies

For the purposes of this review, this sector intersects between social services and the legal sector. The program is part of the Ontario Government's Violence against Women Prevention Initiatives and Domestic Violence Justice Strategy. This is administered by the Ministry of Citizenship and Immigration and is funded by the Ontario Women's Directorate. The Language Interpreter Services program helps community organizations to develop and deliver spoken language interpreter services to victims of domestic violence who have limited English skills. The goal of the program is to enable victims of domestic violence with language barriers to access social, healthcare and legal services, and to the Domestic Violence Court System. Agencies funded to deliver Language Interpreter Services provide services in over 60 languages twenty-four hours a day, seven days a week.

¹⁷ Citizenship and Immigration Canada. Service Descriptions and Roles. Retrieved February 10, 2010 from <http://www.citizenship.gov.on.ca/>

¹⁸ Citizenship and Immigration Canada. Language Interpreter Services. Retrieved February 10, 2010, from <http://www.citizenship.gov.on.ca/english/living/interpreter/>

Appendix C: Interview Guide – Interpretation in Other Human Services



Citizenship and
Immigration Canada

Citoyenneté et
Immigration Canada

Canada

INTERVIEW QUESTIONS

This interview will take approximately one hour and will be structured around the questions that follow. The information you provide will be confidential – no comments will be attributed to you. Should you not feel comfortable discussing any of this information, you may refrain from responding at any time.

1. Please describe the services that your organization provides, and the sector(s) which your organization is a part of.
2. How does your sector interface with settlement service providers? Please provide examples.
3. What is the demand for interpretation services in your organization? Is this typical of your sector(s)?
4. How does your organization respond to this demand?
 - a. What works and what does not work?
 - b. Is this typical of your sector(s)?
5. Among the services that you provide, which if any, do you provide interpretation for?
6. How is interpretation services delivered within your organization?
7. Who delivers interpretation services within your organization?
8. What is the role and expectations of interpreters?
 - a. What are the qualifications and assets of interpreters?
9. How are interpreters trained, certified and/or accredited within your organization?
10. Does your organization require its interpreters to take ongoing professional development courses?
 - a. Where do your interpreters seek professional development?
11. Does your organization have a pool or registry of interpreters (paid and non-paid)?
12. Is there a common policy or standard of practice (informal or formal) around the delivery of interpretation services at your organization?
 - a. Are these policies or standards documented?
 - b. Do all of those providing interpreter services have an understanding of these policies or standards?
 - c. What are the assets of these standards?

- d. Where are there gaps?
 - e. Are there any key additions that need to be made to these standards?
13. Who are your primary funders?
- a. Do your funders provide dedicated funding for interpreter services?
 - b. What mechanisms are in place to cover the costs of interpreters?
 - c. Are there provisions around interpretation in your agreements with funders?
14. Do you rely on the settlement sector for interpreter services?
15. Please describe any emerging trends in your sector(s).
- a. Do you expect these trends to impact the provision of interpretation or settlement services?

Appendix D: Project Communiqué



Citizenship and
Immigration Canada

Citoyenneté et
Immigration Canada



In June 2008, Citizenship & Immigration Canada (CIC), in collaboration with the Ministry of Citizenship & Immigration (MCI), contracted PSTG Consulting Inc. to carry out a research study of language interpretation and translation services (LITS) among settlement services providers across Ontario. The key activities of this study were guided by an Advisory Committee comprised of representatives with expertise in settlement and/or interpretation service delivery, and consisted of stakeholder consultation (via key informant interviews, focus groups and surveys) and a literature review. The study culminated in a number of recommendations for addressing gaps and improving the delivery of LITS.

At this time, CIC, MCI and the LITS Steering Committee have contracted PSTG Consulting Inc. to carry out a project that will support the implementation of two of the report recommendations:

- Develop a common and standardized approach to interpreter training, including clear standards for the training and testing of interpreters used by the settlement sector.
- Develop province wide standards that will provide the sector with a consistent approach to delivering high quality LITS. Standards would address business requirements with respect to interpreter qualifications, processes for evaluating interpretation services, benchmarks regarding timelines of services, etc.

The objectives of the current Language Interpretation & Translation Project are to:

- Research a range of human services in Ontario in order to describe how interpretation is provided in each sector;
- Identify standards of practice for interpretation, including practice standards for evaluating interpretation service needs/requirements and to recommend which practice standards should be adopted; and,
- Conduct an environmental scan in order to describe the full range of interpreter training programs that are currently available in Ontario and to recommend which training program should be adopted.

From January to March 2010, PSTG will be consulting with interpreter training and settlement service providers, and the various sectors with which they intersect (e.g. legal, housing, health, education). The methods of consultation will consist of key informant interviews, focus groups and a review of practice standards. The final report is expected to be complete by May 2010.

For additional information about the Language Interpretation & Translation Project, please contact:

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Appendix E: Interpreters' Roles

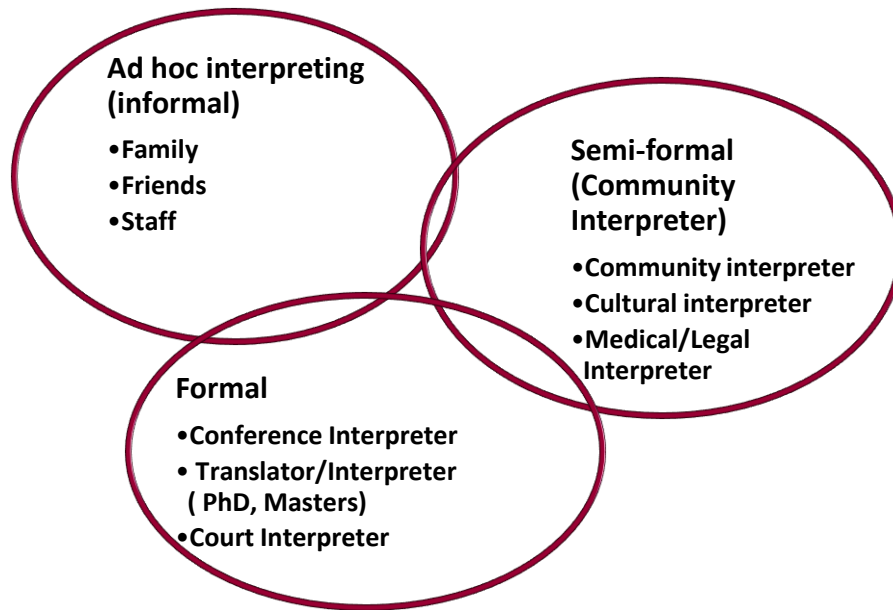


Figure 1: Taxonomy of interpreter roles

Appendix F: Search Strategy for the Review of the Literature on Interpretation Standards

In conducting the literature review of the Standards of Practice documents, the following keywords were used: “practices”, “standard”, “interpreter”, “tool”, “interpreting”, “policy”, “model” linked with “government”, “international”, “program”, “certification”, “certified” in the following databases: Wilson, Scholar’s portal, JSTOR, Scopus, Medline, PsycInfo, Google Scholar and Pro-quest. Via this method, 29 articles were identified for review.

Journal specific searches were conducted unrestricted in terms of time period with the following terminology under the Boolean searches of “title” for “interpreter”, “standard”, “practice” “guideline”, “policy” in each of the following journals: the *International Journal of Social Science and Medicine*, *Public Sector Management*, *International Journal of Health Services*, *Journal of Health Economics*, *Journal of Health Politics, Policy, and Law*, *International Journal of Health Planning and Management*, and *Health Policy*. All these journals were accessible via University of Toronto Libraries. Only three sources were identified in this review.

Appendix G: Terminology for Standards of Practice Review

Accessibility: Access to an interpretation service must aim to result in a simple, convenient, and efficient encounter (BC). Depending on the setting, this also has clear guidelines in terming response time as emergent or urgent (NCIHC).

Accountability: Refers to the importance of maintaining responsibility for the quality of interpretation as well as maintaining accountability for respecting role boundaries and standards (HIN; CHIA).

Accreditation: Process whereby interpreter's training is legally recognized. In the Ontario context, Ministry of Attorney General or Association of Translators and Interpreters of Ontario govern the accreditation process of interpreters.

Accuracy: Described the need for interpreters to faithfully and accurately reproduce in the target language the closest natural equivalent of the source language message without embellishment, omission or explanation making possible an effective interaction between the parties (ATIO; CHIC).

Advocacy: Advocacy is understood as an action taken on behalf of an individual that goes beyond the prescribed role of facilitating communication (NCIHC). Typically the interpreter does not advocate on behalf of any one party and does not show bias or preference towards any one party (MCI).

Certificate: A document certifying successful completion of certification process.

Certification: Describes rules governing certification particularly in relation to accredited organizations or government bodies which deal with the process of certifying that an individual is qualified to provide a particular service. Certification calls for formal assessment, using an instrument that has been tested for validity and reliability, so that the certifying body can be confident that the individuals it certifies have the qualifications needed to do the job. "Certificates of completion" given by colleges to interpreter are not equivalent to professional certification (CHIA).

Certified interpreter: An interpreter who has fulfilled the requirements of obtaining membership with ATIO (in the Ontario context).

Community Interpreter: Umbrella term for a multitude of service settings in the community: public sector, health, and legal settings.

Confidentiality: Describes the responsibility of interpreters and service provider to respect the privacy of their clients and/or employers and hold in confidence all information obtained in the course of professional service (ATIO; CHIC).

Conference Interpreter: Type of interpreter service with solidified professional standards driven mainly by institutions requiring high performance interpreting in the diplomatic settings.

Conflict of Interest: Refers to the need to identify any potential or actual conflicts of interest that may lead to preferential behaviour or bias affecting the quality and accuracy of the interpreting performance (CIHC; ATIO).

Cultural Interpreter: A term used as a substitute to the community interpreter term.

Cultural Sensitivity: Provides guidance on the critical role interpreters play in identifying cultural issues and considering how and when to move to a cultural clarifier role (CHIC).

Debriefing: Provides direction for including appropriate counselling or explanations that help the interpreter deal with exposure to areas that may range from slightly out-of-the-ordinary to quite traumatic and shocking (AUSIT).

Diplomatic Interpreter: Highly competent interpreter functioning in interpreting roles in diplomatic engagements.

Ethical Decision Making: This provides general guidance to help interpreters address the frequent ethical conflicts and dilemmas that arise for interpreters in setting-specific encounters (CHIA).

Ethics code: A code of ethics is a descriptive set of standards based on principles of ethics and social justice for interpreters (Bancroft, 2005).

Impartiality: Refers to the need and the importance to be aware of personal judgements and values that might interfere with maintaining objectivity during the encounter (CIHC).

Integrity: Relates to guidelines in relation to the importance of interpreters to conduct themselves in a manner consistent with the professional standards and ethical principles of the interpreting profession (CHIC).

Interpreting Competence: Describes the competencies related to interpretation skills (i.e. listening, speech speed, gestures, professional conduct) which together enable the interpreter to assess and comprehend the original message and render it in the target language without omissions, additions or distortions (HIN).

Language Competence: Includes the ability to comprehend the source language and apply this knowledge to render the message as accurately as possible in the target language (HIN).

Limitation of Practice: Comprises the guidelines in relation to undertaking assignments for which the interpreter is competent or that they have the time and facilities to make satisfactory preparations or research to perform competently (Aequitas).

Medical Interpreter: Individual that functions as an interpreter between original and target language in the medical field.

Misconduct: Describes guidelines for a breach of the code of practice or ethics in relation to the practice of community interpretation (ATIO).

Performance Measurement: Integrated methodology for quality assurance for each standard described as part of the guidelines (*For a Likert Scale example see: IMIA's Standards of Practice*).

Professional Development: Refers to the importance of interpreters to continue to develop their professional knowledge and skills (NAATI).

Research and Technical Competence: Includes the ability to efficiently acquire the additional linguistic and specialized knowledge necessary to interpret in specialized cases (HIN).

Respect: Interpreters strive to support mutually respectful relationships between all three parties in the interaction (patient, provider and interpreter) (CHIC).

Role of Client: Provides guidelines on what clients shall abide by: before, during, and after an interpretation encounter (HIN).

Role of Interpreter: Provides guidelines for the role of the interpreter in reference to the service provider and client (HIN). Among possible roles, the interpreter functions as “message converter”, the “message clarifier,” the “cultural clarifier,” and the “patient advocate” (NCIHC).

Role of Provider: Refers to guidelines put in place for organizations that coordinate the provision of interpretation services with clients and interpreters (HIN).

Standardized Encounter: A description of the protocols involved before, during, and after the interpretation encounter for all members involved (i.e. interpreter, provider, and/or client).

Standards of Practice: Standards of practice are a set of guidelines that define what an interpreter does in the performance of his or her role which describes best practices and ensures a consistent quality of performance (Bancroft, 2005).

Appendix H: Summary Tables

The three tables presented in this section are summaries of the larger review presented in Table 4 of this appendix. The summary tables are presented for each grouping of standards: Qualifications, Ethics, and Roles.

Table 1 below identifies the standards documents which include standards related to qualifications.

Standard/ ID	AUSIT	NAATI	BC	CILT	NSCGIS	Aequitas	AIRC	CHIA	IMIA	NCIHC	ATIO	MCI	OTIAQ	AL	ML	NJ- COURT	Total
Interpreting competence	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	15
Language Competence	x	x		x	x	x	x		x	x	x	x	x	x	x	x	14
Accuracy		x	x	x	x		x	x	x	x	x	x	x	x	x	x	14
Prof. Development		x		x	x	x				x	x	x	x	x	x	x	11
Limitation of Practice					x	x	x				x	x		x		x	6
Certification											x		x				2
Performance Measurement				x					x								2
Misconduct					x						x		x				3
Research and technical competence					x						x						x

Table 1: Qualification Standards

Similarly, Table 2 identifies the standards documents that include standards related to ethics guidelines, while Table 3 identifies the standards documents that include discussion of standards related to roles.

Standard/ ID	AUSIT	NAATI	BC	CILT	HIN	Aequitas	AIC	CHIA	IMIA	NCIHC	ATIO	MCI	OTIAQ	AL	ML	NJ- COURT	Total
Accessibility			x			x					x		x				4
Advocacy								x	x	x	x	x	x	x	x	x	3
Confidentiality	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	15
Debriefing	x																1
Ethical Decision Making								x	x								2
Conflict of interest						x					x	x			x	x	4
Accountability					x						x		x	x			4
Cultural Sensitivity	x							x	x	x	x						5
Respect			x	x	x		x		x	x	x	x			x		8
Integrity							x	x	x	x	x	x	x			x	7
Impartiality		x	x			x	x	x	x	x	x	x	x	x	x	x	12

Table 2: Ethics Standards

Standard/ ID	AUSIT	NAATI	BC	CILT	HIN	Acquitas	AIC	CHIA	IMIA	NCIHC	ATIO	MCI	OTIAQ	AL	ML	NJ- COURT	Total
Standardized encounter	x					x		x									3
Role of interpreter	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	15
Role of client	x				x												2
Role of Service provider	x				x												2

Table 3: Roles Standards

Standard Document	Confidentiality	Ethical Dec. Making	Integrity	Conflict of Interest	Respect	Interpreting Competence	Language competence	Impartiality	Prof Development	Certification	Performance Measurement	Research and technical competence	Limitation of Practice	Accessibility	Accountability	Accuracy	Cultural Sensitivity	Standardized encounter	Role of Client	Role of Interpreter	Role of service provider	Advocacy	Debriefing	Misconduct
AUSIT	x					X	X										x	X	x	x	x		X	
NAATI	x					X	X	X	x							x				x				
BC	x				x			X						x		x				X				
NSCGIS	x		X	x	x	X	X	X	x			x	x		x	x	x		x	X	x			x
CILT	x				x	X	X		x		X					x				X				
Aequitas	x			x		X	X	X	x				x	X				X		X				
AIIC	x		X		x	X	x	X					x			x				X				
CHIA	x	X	X					X								x	x	X		X		x		
IMIA	x	X	X		x	X	x	X			X					X	x			X		x		
NCIHC	x		X		x	X	x	X	x							x	x			X		X		
ATIO	x		X	x	x	X	x	X	x	x			x	X	x	x	x			X				x
MCI	x		x		x	x	x	x	x				x			x				x		x		
OTIAQ	x		X			X	x	X	x	x				X	x	x				X				x
AL	x					X	x	X	x				x		x	x				X				
ML	x			x	x	X	x	X	x							x				X				
New Jersey-Court	x		X	x		X	x	X	x	x			x			x				X				
Total 15	15	2	8	5	8	14	13	13	10	3	2	1	6	4	4	13	6	3	2	15	2	3	1	2

Table 4: Comprehensive list of standards identified within the standards documents captured

Appendix I: Standards of Practice Documents Reviewed

ID	Document / Organization	Country	Focus
AUSIT	AUSIT Code of Ethics, Australian Institute of Interpreters & Translators Incorporated	Australia	Health
NAATI-AUSIT	National Accreditation Authority for Translators and Interpreters	Australia	General
BC	Standards for Healthcare Interpreting, BC Health Interpreter Standards Initiative	Canada	Health Care
NSCGIS	National Standard Guide for Community Interpretation Services, Healthcare Interpretation Network	Canada	Health Care
CILT	National Occupational Standards for Languages, Translation, Interpreting and Intercultural Working, The National Centre for Languages	England	General
Aequitas	Aequitas: Access to Justice across Language & Culture in the EU	EU	Legal
AIIC	AIIC Professional Standards and Code of Ethics, International Association of Conference Interpreters	Switzerland	Conference
CHIA	California Standards for Health Care Interpreters, California Healthcare Interpreters Association	USA	Healthcare
IMIA	Standards for International Medical Interpreters, International Medical Interpreters Association	USA	Health Care
NCIHC	Standards for Training, National Council on Interpreting in Health Care	USA	Health Care
ATIO	Association of Translators and Interpreters of Ontario	Canada	General
MCI	Training Curriculum for Interpreters Associated with the Language Interpreter Services program, Ministry of Citizenship and Immigration.	Canada	Legal, Medical, Domestic Violence
OTIAQ	OYYIAQ in Brief: Regulations and Standards, Ordre des Traducteurs, Terminologues et interprètes du Québec	Canada	General
AL	Across Languages Translation and Interpretation Service	Canada	Settlement
ML	Roles, Responsibilities and Standards of Practice for Interpreters, Multi-Languages Corporation	Canada	Private
New Jersey-Court	Code of Professional Conduct for Interpreters and Translators, New Jersey Courts	USA	Legal

Appendix J: NSGCIS

The National Standard Guide for Community Interpreting Services (NSGCIS), which is recommended for adoption by this study, can be found at:

http://www.criticallink.org/files/National_Standard_Guide_for_Community_Interpreting_Services.v2..pdf.

Appendix K: Standards Recommended as Addenda to the NSGCIS

A. Guidelines for Standard Encounter Experience¹⁹

1. Start of the encounter
 - a. This is the encounter where the parties meet (service provider, client, and interpreter) either in person or with the aid of technology (audio or video conference, phone, etc.). Each of the parties introduces themselves, and the interpreter is encouraged to remind the client to speak directly to the service provider. The interpreter is encouraged to collect as much information before the session so to review relevant vocabulary that may be needed to deliver a high quality interpretation.
 - b. Depending on the setting, providers may want to consider the logistics of allowing the interpreter to establish a rapport with the client should they both arrive earlier and meet before the formal interpretation encounter.
2. During the encounter
 - a. In order for the encounter to proceed as smoothly as possible, it is important that all parties are kept informed about what is happening at all times.
 - b. The best position is one where the service provider and the patient can see each other so to talk directly to one another. Depending on the circumstance of setting, the interpreter may also suggest their preferred seating arrangement, which may be different from the above.
 - c. Depending on the setting, the interpreter may follow a variety of interpretation methodologies. Interpreters will generally use the short consecutive mode of interpreting (client and service provider speak in short segments which will be intermittently interpreted). However depending on the dialogue, the client and the service provider may enter in an extended dialogue, in which case, the interpreter may use the simultaneous mode in chuchotage (“whispered” interpreting, where the interpreter “shadows” the speaker with a short time lag). Communication is key to every part of the encounter, and as such, if the mode of interpretation is not found conducive to the encounter, the service provider and client are encouraged to make the interpreter aware so they can provide a high quality interpretation.
 - d. During the session, the interpreter, client, and the service provider are expected to abide by the recommended roles outlined in the Standards of Practice Document. In addition, the interpreter is expected to maintain the expectation in relation to abiding the outlined standards of practice and ethics code.
3. After the encounter
 - a. It is important to understand that once the interpretation encounter has ended, the interpreter has terminated their assignment. As such, the interpreter should not be assigned to escort the client or be asked to provide personal observations about the client. Depending on the setting, it is encouraged for the interpreter to act as an advocate to safeguard the client and bring forth

¹⁹ This is developed with the aid of the AUSIT standard of practice document.

issues that would have not been evident during the encounter. When a session has been particularly distressing or disturbing, it is recommended that the service provider create the opportunity for the interpreter to be debriefed and air some of the issues that were experienced during the encounter.

B. Performance Measurement²⁰

This dimension creates the basis for quality assurance in adopting the standard of practice document by organizations and/or individuals. As such, it is important to be integrated within the standard of practice document so to provide guidance for continuous performance evaluation vis-à-vis industry expectations. Thus for each standard of practice outlined in the recommended HIN document, we recommend the inclusion of the following evaluation method as a way to set indicators to assess the interpreter's performance. A likert scale from 1-5, where each of the numbers describes the perception of performance of the interpreter, as follows:

- 5: Interpreter is highly proficient in delivering the set expectation(s)
- 4: Interpreter performs the set expectation in a mechanical way, with a lack of fluidity and ease.
- 3: Interpreter performs the expectation with a lack of confidence, ease, and fluidity
- 2: Interpreter's performance lacks consistency and reflects behaviours demonstrating lack of mastery
- 1: Interpreter is unable to perform the expectation.

C. Accessibility

The process of accessing interpretation must be efficient, simple, and convenient in all settlement related interpretation encounters.

D. Advocacy

In areas whereby through the understanding of the culture and language of the client, the interpreter is made aware of the potential to act as an advocate for the client in relation to settings where such a possibility exists (i.e., legal, primary health care and mental health, and d abuse), the interpreter is encouraged to bring forth any potential doubts to the attention of the service provider of the client.

E. Debrief

Given the variety of settings where the community interpreter operates, it is important to provide debriefing following interpretation encounters that may expose the interpreter to situations that may range from slightly out-of-the-ordinary to quite traumatic and shocking. In addition, the interpreters are

²⁰ For more details of this is implemented see: IMIA Standards of Practice at <http://www.imiaweb.org/standards/standards.asp>

encouraged to be open about sharing their experiences with the appropriate service provider so to provide an opportunity for airing any issues following the traumatic encounter.

Appendix L: Sample Performance Reviews

In order to give a sense of performance measurement is actually implemented in the front lines we picked three organizations in Ontario: Access Alliance (Toronto), Multicultural Center for Immigrant Services (MCIS) (Toronto), and Across Languages (London). Each of the three centers use a form for evaluating interpretation services, which is done by the service provider who seeks aid for delivering interpretation with their client (the non-English speaking individual). These forms are all included in Appendix K. These forms are presented in the following pages.

ASSIGNMENT REPORT

Assignment
Number

CLIENT _____

English Speaker* _____

Position _____ Phone _____

SERVICE TYPE: (circle ALL that apply) ONSITE (face to face) MSG RELAY CONFERENCE CALL APPOINTMENT BKG

Date(mm/dd/yy) ____/____/____ Time ____:____ am/pm Day Mon Tue Wed Thu Fri Sat Sun

Language _____ Expected Length _____ Hrs.

ASSIGNMENT LOCATION DETAILS

<input type="checkbox"/> S/P office	<input type="checkbox"/> NES home	<input type="checkbox"/> Other (specify) _____
Location _____ Street / Dept.		
City _____		

Purpose _____

NON-ENGLISH SPEAKER DETAILS

Name (first, middle last) _____		Sex	M	F
Phone1 _____	Phone2 _____			
Country/Region of Origin _____	Year of birth _____			

<input type="checkbox"/> Spouse required	<input type="checkbox"/> follow-up	Interpreter Comments and Notes
Date Confirmed (mm/dd/yy) ____/____/____		

***VERIFICATION of Service: English speaker to verify times and information and sign below**

Scheduled Start Time ____:____ am/pm	If the Actual Start Time was later than the Scheduled Start Time, or if the assignment did not take place, please indicate the reason below	
Actual Start Time ____:____ am/pm	Interpreter	<input type="checkbox"/> Late
Finish Time ____:____ am/pm	Non-English Speaker	<input type="checkbox"/> Late <input type="checkbox"/> Did not arrive
English Speaker to initial any changes to times above	English Speaker	<input type="checkbox"/> Delayed <input type="checkbox"/> Did not arrive

English Speaker Name _____ Signature _____
Interpreter Name _____ Signature _____

Service Provider's signature and reason for long assignment (> 4hrs):
Comments:

CLIENT FEEDBACK FORM

Assignment #: _____ Interpreter: _____

Across Languages would like your opinion of the service you received from our office and from the interpreter. Please complete this questionnaire and mail to the address above or FAX to **(519) 642-1831**. Thank you for your cooperation.

Your Name: _____ Organization: _____	Date of Assignment _____
---	--------------------------------

1a	Is this your first time working with a community interpreter?	yes	no	
1b	Please rate your level of experience in working with interpreters. (A = very experienced, F = not at all experienced)	A - B - C - D - F		
2.	How well did you understand the interpreter's speech in English? (A = understood well, F = did not understand)	A - B - C - D - F		
3.	Do you think that the interpreter will keep all information confidential?	yes	no	not sure
4.	Do you think that the interpreter was impartial? If not, please explain below.	yes	no	not sure
5.	Do you think that the interpreter communicated accurately and completely what you said?	yes	no	not sure
6.	Do you think that the interpreter communicated accurately and completely what your client said?	yes	no	not sure
7.	Would you work with this interpreter again? If not, please explain below.	yes	no	not sure
8.	Is there anything you would like to discuss with Across Languages? If yes, what is your telephone number? _____	yes	no	
9.	Overall, how satisfied are you with the service you received from this interpreter? (A= very satisfied... F= not satisfied)	A - B - C - D - F		
10	Overall, how satisfied are you with the service you received from our office staff? (A= very satisfied... F= not satisfied)	A - B - C - D - F		

Your comments (use back of page if needed):

NEWfeedback form Engl speaker 2009

FEEDBACK FORM – INTERPRETATION SERVICE

MCIS reference number: _____

(In case you do not know the number please provide interpreter name, language, date and time)

Please complete this feedback form after the assignment and fax it back without cover page to 416-426-7118. This form is also available on our website. Your input into our service delivery is greatly appreciated.

1. Thinking about your experience with this appointment, please help us by evaluating the interpreter's performance in regards to role responsibility (check all that apply)

- ☐ Did NOT introduce self to myself and/or my client
- ☐ Did NOT interpret everything that was said by either party
- ☐ Did NOT interpret in first person (e.g. used 'he said' or 'she says')
- ☐ Did NOT remain impartial throughout the assignment
- ☐ Engaged in private conversation with either myself or my client
- ☐ Was disrespectful towards at least one party
- ☐ Interrupted for clarification when necessary
- ☐ Revealed and corrected any errors made in the interpreting process

2. How satisfied were you with the overall quality of the interpretation?

Dissatisfied									Satisfied
1	2	3	4	5	6	7	8	9	10

Please Comment:

3. Did the interpreter arrive/call at the scheduled time?

☐ ☐ ☐ ☐ ☐

On-time 1-5 minutes late 6-10 minutes late More than 10 minutes late Did not show/call

4. Any further comments or suggestions on how we can improve our services:

Please list your name and telephone number here, so we can follow up when needed.

I want to hear back from MCIS ☐



Interpreter Performance Feedback Form

Please help us to improve our community interpretation service by completing this form and faxing it to us at **(416) 324-9198**.

Interpreter's Name: _____ **Encounter Number:** _____

Did the interpreter:

	Yes	No	Please specify
Introduce him/herself to the non-English speaking person (NESP) and clearly explain their role?			
Interpret everything that was said by either party without adding to, deleting or changing any message?			
Not impose their own values and opinions?			
Show no preference or bias towards either party involved in the interpretation?			
Maintain professional conduct at all times?			
Consistently interpret using first person?			
Refrain from giving advice, expressing opinions, solving problems, mediating and/or advocating?			
Refrain from engaging in side conversations?			
Arrive on-time to the assignment?			If not, by how many minutes?

1. How satisfied do you think the non-English speaking person was with the interpretation service provided? Please specify, if possible.

Not at all Fairly Well Very Well
1 2 3 4

2. Do you have any comments or suggestions about how we could improve our services?

Name: _____ **Organization:** _____
Telephone: _____ **Date:** _____

SERVICE PROVIDERS FEEDBACK FORM

Across Languages would like your opinion on the service you receive from our agency. Please complete this questionnaire and find enclosed a self-addressed envelop with stamp. Your feedback will be held in confidence. Thank you for your cooperation.

Your Name: _____	Position: _____
Organization: _____	

1 Which of the following services of Across Languages have you used: <input type="checkbox"/> translation (such as documents, business correspondence, websites, and technical manuals) <input type="checkbox"/> interpretation (such as face-to-face interviews, telephone conferencing, message relay, appointment booking, small meetings and conferences) <input type="checkbox"/> after hours service <input type="checkbox"/> in-service/training <input type="checkbox"/> interpreters' testing		
2 Interpretation Services : Please rate your level of experience in working with interpreters. (1 = first time, 5 = very experienced)	1 - 2 - 3 - 4 - 5	
2a Does Across Languages meet your need for language interpretation? (1= never, 5= at all times)	1 - 2 - 3 - 4 - 5	
2b If there is a need for improvement, which area(s): <input type="checkbox"/> available languages <input type="checkbox"/> delivery of quote <input type="checkbox"/> quality of work <input type="checkbox"/> availability of interpreters <input type="checkbox"/> competitive pricing <input type="checkbox"/> customer service <input type="checkbox"/> turn around time <input type="checkbox"/> other: _____ _____		
3 Do you book the interpreters yourself? If so: <input type="checkbox"/> during office hours (8:30 am - 4:30 pm) <input type="checkbox"/> after office hours (through Women's Community House)	yes	no
3a How would you rate Across Languages' booking process? (1= inefficient, 5= highly efficient)	1 - 2 - 3 - 4 - 5	
3b How would you rate Across Languages' customer responsiveness? (1= needs significant improvement, 5= excellent)	1 - 2 - 3 - 4 - 5	
4 Suggestions for improving Across Languages' booking process: _____ _____ _____		
5 Do you think that Across Languages' interpreters communicate accurately and completely what you say?	yes	no not sure
6 Do you think that Across Languages' interpreters communicate accurately and completely what your client says?	yes	no not sure

7	Do you think that Across Languages' interpreters are impartial? If not, please explain: _____ _____	yes	no	not sure
8	Translation Services: Does Across Languages meet your need for translation services? (1= never, 5= at all times)	1 - 2 - 3 - 4 - 5		
8a	If there is a need for improvement, which area(s): <input type="checkbox"/> available languages <input type="checkbox"/> delivery of quote <input type="checkbox"/> quality of work <input type="checkbox"/> proofreading <input type="checkbox"/> competitive pricing <input type="checkbox"/> customer service <input type="checkbox"/> turn around time <input type="checkbox"/> other: _____ _____			
8b	Suggestions for improving Across Languages' Translation Services: _____ _____			
9	In-Service/Training Does Across Languages meet your need for information or training on how to work with interpreters? (1= never, 5= at all times)	1 - 2 - 3 - 4 - 5		
9a	Suggestions for improving Across Languages' In-Service/Training Program: _____ _____			
10	Interpreter's Testing (ILSAT) Does Across Languages meet your need for interpreters' testing? (1= never, 5= at all times)	1 - 2 - 3 - 4 - 5		
10a	If there is a need for improvement, which area(s): <input type="checkbox"/> available language tests <input type="checkbox"/> quality of marking <input type="checkbox"/> customer service <input type="checkbox"/> turn around time <input type="checkbox"/> other: _____ _____			
11	Overall, how satisfied are you with the service you receive from Across Languages? (1= not satisfied, 5= very satisfied)	1 - 2 - 3 - 4 - 5		
12	Is there anything you would like to discuss with Across Languages? If yes, what is your telephone number? _____	yes	no	
Your comments:				



March 28 2008

Dear Across Languages Interpreter:

As I am winding down my responsibilities as Acting Executive Director which will end on March 31, 2008, I wanted to take this opportunity to thank you for the commitment and the professionalism you've continued to demonstrate to me over the past 8 months. It has truly been a pleasure to lead this business and get to know many of you.

I am very interested in what you think about Across Languages – positive or negative. I would like to invite you to complete this survey and either fax it back, mail it in or drop it in our drop box which will be located on the table at our front entrance.

I will be analyzing the information I receive and write the report for Anna Hendrikx, Executive Director and the Board of Directors to review. The results will be used for strategic planning purposes.

THIS SURVEY IS STRICTLY VOLUNTARY AND CONFIDENTIAL.

ALL RESPONSES WILL BE AGGREGATED (COMBINED).

DO NOT INCLUDE NAME OR ANY IDENTIFYING INFORMATION

PLEASE COMPLETE ONLY THE INFORMATION YOU FEEL COMFORTABLE WITH.

If you have any concerns or questions about this survey please contact me at (519) 642-7247 Extension 228 / michelle@acrosslanguages.org Fax: (519) 642 - 1831

If possible I'd like the surveys back to our office by April 14th. Any surveys received after that date will not be included in the report to the Board of Directors for the Strategic Planning meeting on April 19th.

Thank you, your input is very important to our planning and development.

Michelle Gellatly, MBA
Acting Executive Director/Program Manager
515 Richmond Street Unit 3
London ON N6A 5N4

Encl.



ABOUT YOU:

1. MALE ☐ FEMALE ☐
2. AGE RANGE: 18-25 ☐ 26-35 ☐ 36-45 ☐ 46-55 ☐ 56+ ☐
3. HOW DO YOU TYPICALLY TRAVEL TO ASSIGNMENTS
- ☐ WALK
- ☐ OWN TRANSPORTATION
- ☐ BUS/TAXI
- ☐ RIDE FROM FRIEND/RELATIVE
4. PLEASE ESTIMATE HOW MUCH YOU PAY FOR PARKING ON A MONTHLY BASIS FOR
ACROSS LANGUAGE ASSIGNMENTS _____
5. PLEASE ESTIMATE ANY OTHER TRAVEL EXPENSES YOU HAVE FOR ACROSS LANGUAGES
ASSIGNMENTS _____
- DO YOU HAVE ANY COMMENTS ABOUT ADDITIONAL EXPENSES?

6. DO YOU WORK FOR OTHER INTERPRETATION/TRANSLATION AGENCIES? YES ☐ NO ☐
- IF YES, IS THE RATE OF PAY (PLEASE CIRCLE THE APPROPRIATE WORD)
- LESS SAME MORE
- ADDITIONAL COMMENTS? _____

7. DO THOSE ORGANIZATIONS COVER ANY ADDITIONAL COSTS YES ☐ NO ☐
- ADDITIONAL COMMENTS? _____



ACROSS LANGUAGE EXPERIENCE

8. HOW DID YOU HEAR ABOUT ACROSS LANGUAGES? _____
9. HOW LONG HAVE YOU BEEN AN INTERPRETER FOR ACROSS LANGUAGES? _____
10. DO YOU FEEL ADEQUATELY COMPENSATED FOR THE WORK YOU DO AT ACROSS LANGUAGES?
YES ☐ NO ☐ COMMENTS? _____

ACROSS LANGUAGES TRAINING AND PROFESSIONAL DEVELOPMENT

11. HAVE YOU ATTENDED THE TRAINING SESSIONS (CERTIFICATION) WITH ACROSS LANGUAGES?

IF NO, WHY NOT? _____

IF NO, DO YOU INTEND TO TAKE THE CERTIFICATION TRAINING
IN THE NEAR FUTURE? YES ☐ NO ☐

IF YES, WERE YOU SUCCESSFUL IN OBTAINING YOUR CERTIFICATION YES ☐ NO ☐
12. IF ACROSS LANGUAGES HAD TO HAVE CHARGED A TUITION FEE FOR TAKING THIS TRAINING
WOULD YOU STILL:

HAVE COMPLETED THE TRAINING TO BE A CERTIFIED INTERPRETER?
YES ☐ NO ☐ MAYBE ☐

COMMENTS _____
13. IF ACROSS LANGUAGES DEVELOPED SPECIALIZED TRAINING MODULES
(FOR EXAMPLE: HEALTHCARE TERMINOLOGY, LEGAL TERMINOLOGY, INTERPRETATION FOR PEOPLE
WITH MENTAL ILLNESS OR A PARTICULAR DISEASE) WOULD YOU:

A) BE INTERESTED IN THIS TYPE OF TRAINING? YES ☐ NO ☐ MAYBE ☐

B) IF YES, PLEASE LIST THE TOPICS YOU WOULD BE INTERESTED IN

14. IF ACROSS LANGUAGES DEVELOPED SPECIALIZED TRAINING MODULES AS PART OF A NEW MEMBERSHIP FEE THAT WAS CHARGED ANNUALLY & THE MEMBERSHIP FEE ENTITLED YOU TO TAKE 2 PROFESSIONAL DEVELOPMENT COURSES EACH YEAR.

A) WOULD THAT INTEREST YOU? YES ☐ NO ☐

B) HOW DO YOU FEEL ABOUT A MEMBERSHIP FEE THAT WAS USED FOR PROFESSIONAL DEVELOPMENT/ONGOING TRAINING? _____

ADDITIONAL COMMENTS YOU WOULD LIKE TO MAKE ABOUT THE ACROSS LANGUAGES TRAINING AND PROFESSIONAL DEVELOPMENT

FUNDRAISING/EVENTS

15. HOW DO YOU FEEL ABOUT ACROSS LANGUAGES HAVING FUNDRAISING PROJECTS? THE FIRST ONE WOULD BE THE INTERPRETER COOKBOOK CALLED 'TABLE TALK' (This is an Multi-cultural ACROSS LANGUAGES specific cookbook that I mailed out information about in December). WOULD YOU SUBMIT A RECIPE?

16. HOW DO YOU FEEL ABOUT THE EVENTS THAT ACROSS LANGUAGES HOSTS NOW ?

DO YOU ATTEND? IF SO WHICH ONES (PLEASE CIRCLE) AGM ANNUAL PICNIC OPEN HOUSE

IF YOU DO NOT ATTEND – WHY NOT? _____

SUGGESTIONS/ADDITIONAL COMMENTS ABOUT EVENTS OR FUNDRAISING ?

COMMUNICATIONS

17. IF ACROSS LANGUAGES DEVELOPED A NEW INTERACTIVE WEBSITE TO INCLUDE AN AREA DEDICATED TO INTERPRETERS AND TRANSLATORS (A PERSONAL 'LOG IN') AND YOU COULD:
- A) PICK UP INFORMATION ONLINE (ASSIGNMENTS, UPDATES, PROFESSIONAL DEVELOPMENT)
 - B) HAVE A CHAT ROOM TO DISCUSS INTERPRETATION ISSUES WITH OTHER INTERPRETERS
 - C) HAVE ACCESS TO NEWS/EVENTS HAPPENING AT ACROSS LANGUAGES INCLUDING A NEWSLETTER

WOULD YOU USE THIS TYPE OF COMMUNICATION? YES ☐ NO ☐

IF YES PLEASE CIRCLE ALL THAT WOULD INTEREST YOU A B C

IF NO WHY NOT? _____

IS THERE ANYTHING ELSE YOU WOULD LIKE TO SEE ON OUR WEBSITE?

INCENTIVES

18. HOW DO YOU FEEL ABOUT INCENTIVES FOR INTERPRETERS?
FOR EXAMPLE: IF YOU WERE TO GET AN ADDITIONAL AMOUNT OF MONEY (QUARTERLY – CALLED 'MERIT' PAY AND IT WOULD BE BASED ON YOUR PERFORMANCE
(BASED ON CERTAIN CRITERIA: EXAMPLE BELOW)

- 1. CERTIFICATION
- 2. LENGTH OF SERVICE
- 3. ATTENDING PROFESSIONAL DEVELOPMENT WORKSHOPS,
- 4. HAVING POSITIVE FEEDBACK FROM SERVICE PROVIDERS
- 5. NO MISSED OR LATE APPOINTMENTS

PLEASE CIRCLE BEST RESPONSE

GREAT IDEA NOT SURE BAD IDEA OTHER _____

ADDITIONAL COMMENTS?

19. HOW MANY ASSIGNMENTS DO YOU TYPICALLY GET IN A MONTH AT ACROSS LANGUGES?

20. PLEASE RATE YOUR LEVEL OF SATISFACTION ON THE FOLLOWING:

ON A SCALE OF 5 (1=LOWEST / 3= AVERAGE / 5=HIGHEST)

1	2	3	4	5
VERY UNSATISFIED		SATISFIED		VERY SATISFIED

_____ NUMBER OF MONTHLY ASSIGNMENTS

_____ RATE OF PAY

_____ JOB SATISFACTION

_____ APPOINTMENT BOOKING

_____ INTERNAL SUPPORT FROM THE OFFICE

ANY COMMENTS ABOUT ASSIGNMENTS?

21. ANYTHING ELSE YOU WOULD LIKE TO SAY ABOUT ACROSS LANGUAGES THAT HAS NOT BEEN COVERED IN THE SURVEY?

YOU HAVE COMPLETED THE QUESTIONNAIRE. THANK YOU FOR TAKING THE TIME TO HELP

Appendix M: Review of Training Programs

Language Interpreter Services (LIS) Agencies

The LIS program helps community organizations to develop and deliver spoken language interpreter services in communities across Ontario. These services are provided to victims of domestic violence who have limited English proficiency. The goal of the program is to enable victims of domestic violence with language barriers to access social, healthcare and legal services, and to the Domestic Violence Court System. Agencies funded to deliver LIS provide services in over 60 languages twenty-four hours a day, seven days a week. Service providers in any social, legal or healthcare service which provide services to victims of domestic violence are eligible to request services funded through the LIS program on their clients behalf. The LIS program is administered by the Ministry of Citizenship & Immigration and is funded by the Ontario Women's Directorate. The program is part of the Ontario government's Violence Against Women Prevention Initiatives and Domestic Violence Justice Strategy. There are currently eight LIS organizations across the province of Ontario.

In addition to the delivery of LIS services, the majority of LIS agencies also offer Language Interpreter Training. The Language Interpreter Training Program (LITP) curriculum was developed in the mid-nineties by MCI. At that time, the program focused on the VAW setting and lasted 90 hours. As of July 2009, MCI in collaboration with the LIS agencies revised the LITP curriculum to establish consistency within the sector. This study consulted with five LIS agencies that provide MCI's LITP curriculum: Across Language (London), Barbra Schlifer Commemorative Clinic (Toronto), Immigrant Women Services Ottawa (Ottawa), Kitchener-Waterloo Multicultural Centre (Kitchener), Multilingual Community Interpreter Services (Toronto), and Thunder Bay Multicultural Association (Thunder Bay).

Ontario Colleges

In 2005, MCI funded the expansion of the LITP curriculum to Ontario's publicly-funded community colleges with the aim of professionalizing community interpreting and making the training more widely available across Ontario. MCI engaged College Connect (whose role is to provide teaching education resources to the province's system of 24 colleges) to pull together an advisory committee comprised of representatives from colleges, provincial government and interpreter services. These stakeholders worked together to establish a framework for the college curriculum and later contracted Across Languages, an interpretation and translation services provider in London, Ontario to develop the curriculum.

There are currently five colleges and one institute that offer MCI's LITP program: Conestoga College (Kitchener), Mohawk College (Hamilton), Niagara College, Seneca College (Toronto), Sheridan Institute (Brampton), and St Clair College (Windsor). This study consulted with the five colleges that deliver the LITP program. Please note that Niagara College's LITP program is offered online only.

Other Not-for-Profit Organizations

This study also consulted with two not-for-profit organizations that offer curriculum-based Language Interpreter Training:

- Through a contribution agreement with Citizenship & Immigration Canada, the Centre for Education & Training (Mississauga) has developed an Interpreter Training & Certification Program (ITCP) that trains ISAP settlement workers in Peel who are qualified and language proficiency-certified in interpretation skills to enhance linguistically and culturally appropriate services for their diverse client group.
- Settlement & Integration Services Organization offers specific training and testing to individuals who are or are interested in becoming interpreters or translators. The training is compulsory for SISO interpreters and translators.

Appendix N: LITP Representatives Interviewed

Language Interpreter Training Provider	Contact Person
Conestoga College	Ohayla Al-Khatib, Instructor
Mohawk College	Bonnie Pataran, Program Manager
Niagara College	Sue Tallon, Development Officer
Seneca College	Jake Atteslander, Liberal Studies Coordinator
Sheridan Institute	Cecilia Arce-Conover, Program Coordinator
St Clair College	Irene Moore Davis, Manager, Continuing Education and Yolanda Sutts, Instructor
Across Languages	Anna Hendrikx, Executive Director
Barbra Schlifer Commemorative Clinic	Nora Angeles, Director, Interpreter Services
Immigrant Women Services Ottawa	Lucya Spencer, Executive Director
Kitchener-Waterloo Multicultural Centre	Ohalya Al-Khatib, Interpreter Services Coordinator
Multilingual Community Interpreter Services	Latha Sukumar, Executive Director and Lawyer
Thunder Bay Multicultural Association	Cathy Woodbeck, Executive Director
Centre for Education and Training	Annette Grala-Sztajerowki, Coordinator
Settlement and Integration Services Organization	Belkis Ozer, Manager

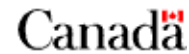
Table 1- LITP contact persons interviewed at LITP institutions

Appendix O: Standardized Questionnaire



Citizenship and
Immigration Canada

Citoyenneté et
Immigration Canada



INTERVIEW QUESTIONS

This interview will take approximately one hour and will be structured around the questions that follow. The information you provide will be confidential – no comments will be attributed to you. Should you not feel comfortable discussing any of this information, you may refrain from responding at any time.

1. Please describe the Program of Studies for the Language Interpreter Training Program based on the following criteria: number of courses, credits and total hours; course names and description; cost.
 - Is group interpretation a part of the program of studies?
 - Are there specific courses that would assist students when working as an interpreter in the settlement sector?
 - Do you offer modules that focus on language interpretation using technology such as video conferencing?
2. Who developed the curriculum?
 - How often is the curriculum revised?
 - What does the revision process look like?
 - Is the person(s) responsible for developing the curriculum also involved with teaching the courses?
 - Is there an ongoing advisory committee that guides the development of the curriculum?
3. What are the admission requirements for the Language Interpreter Training Program (e.g. fluency, educational level, age, orientation session, ILSAT/CILISAT)?
 - How is fluency gauged? What is the benchmark?
4. Do students receive a certificate, diploma or degree upon successful completion of the program?
 - How does this certificate, diploma or degree compare to those of other interpreter training providers such as not-for-profit organizations?
5. Please describe the student profile for the Language Interpreter Training Program? (e.g. speciality language, educational level, age)
6. How is student performance assessed?
7. Do students have an opportunity to evaluate the program? If yes, what has been their feedback?
8. Where do students typically find employment upon completion of the Language Interpreter Program?
9. Do you offer refresher courses for graduates of the Language Interpreter Training Program?
 - Are graduates required to complete additional training?

10. With regards to your program instructors, where do they typically receive their initial training, as well as professional development?
11. How is instructor performance assessed? What has been the feedback?
12. Are there specific interpreter networks or associations that your instructors (or organization) belong to?
 - If so, what is the value added of these networks/associations?
13. What is the standard of practice that your institution uses to guide the work of students learning to become an interpreter?
 - How were these standards developed?
 - What informed the development of these standards?
 - In using these standards, what works? What does not work?
14. From your perspective, what are the emerging trends in the interpretation field?
 - Employment change: Growth or decline, projections and reasons for change?
 - Job prospects: Geographic location (rural versus urban), variance by specialty (e.g. healthcare) and language (e.g. American Sign Language)?
 - Impact of technology (e.g. video conferencing)?

Appendix P: Dimensions for Review – LITPs

The following were dimensions reviewed for the study of LITPs across Ontario:

Core competencies:

- **Consecutive Interpreting:** There are two forms of consecutive interpreting. Long, or classic, consecutive is usually used in conference interpreting settings, where the interpreter listens to the totality of the speaker's comments or a significant passage and then reconstitutes the speech with the help of notes taken while listening; Short, or sequential, consecutive interpreting is used in court interpreting as well as most forms of community interpreting and operates at the sentence level instead of working with paragraphs or entire speeches (Healthcare Interpretation Network, 2007).
- **Simultaneous Interpreting:** The nearly instantaneous delivery of the speaker's message from the source language into the target language (Healthcare Interpretation Network, 2007).
- **Sight Translation:** Conversion from written material in one language to a spoken version in another language. It also occurs when an instant oral version is required of a written text (Healthcare Interpretation Network, 2007).

Constituent Tasks:

- Active Listening
- Note-Taking: Note-taking, an essential element of consecutive interpreting consists of noting on paper, names, addresses, dates and specific terms that might be difficult to remember for the short period before the interpreter intervenes to interpret (Healthcare Interpretation Network, 2007).
- Retention in Memory
- Mental Transposition
- Verbalization in Target Language

Standards of Practice and Ethical Principles:

Standards of practice define the framework from which an oral language interpreter's performance is conducted and measured. Standards of practice guide how a language interpreter will perform his/her role, duties and responsibilities. Ethical principles focus on the "shoulds" of an interpreter's performance when ethical and other considerations impact an interpreter's ability to adhere to the standards of practice (Healthcare Interpretation Network, 2007). There are forty-seven standards of practice that are connected to eight ethical principles:

- **Accuracy and Fidelity:** Interpreters strive to render all messages in their entirety accurately, as faithfully as possible and to the best of their ability without addition, distortion, omission or embellishment of the meaning (Healthcare Interpretation Network, 2007).
- **Confidentiality:** Interpreters will not disclose and will treat as confidential all information learned, either uttered or written in the performance of their professional duties, while adhering to relevant requirements regarding disclosure (Healthcare Interpretation Network, 2007).
- **Impartiality:** Interpreters strive to maintain impartiality by showing no preference or bias to any party involved in the interpreted encounter (Healthcare Interpretation Network, 2007).
- **Respect for Persons:** Interpreters demonstrate respect towards all parties involved in the interpreted encounter (Healthcare Interpretation Network, 2007).

- **Maintenance of Role Boundaries:** Interpreters strive to perform their professional duties within their prescribed role and refrain from personal involvement (Healthcare Interpretation Network, 2007).
- **Accountability:** Interpreters are responsible for the quality of interpretation provided and accountable to all parties and the organizations engaging the interpreter's service (Healthcare Interpretation Network, 2007).
- **Professionalism:** Interpreters at all times act in a professional and ethical manner (Healthcare Interpretation Network, 2007).
- **Continued Competence:** Interpreters commit themselves to lifelong learning in recognition that languages, individuals, and services evolve and change over time and a competent interpreter strives to maintain the delivery of quality interpretation (Healthcare Interpretation Network, 2007).

Setting Specific Interpreting:

- **Court Interpreting:** Interpreting that takes place in a court setting, in which the interpreter is asked to interpret either consecutively or simultaneously for a Limited English Proficiency (LEP) individual who takes part in a legal proceeding (Healthcare Interpretation Network, 2007).
- **Child Victims/Witnesses**
- **Health Care:** Interpreting that takes place in a healthcare setting, in which the interpreter is asked to interpret either consecutively or simultaneously for an individual who does not share the language in which the healthcare service takes place (Healthcare Interpretation Network) .
- **Violence Against Women (VAW) Prevention**

Admission Requirements:

- Submission of an application and/or resume
- Attendance at an Information session
- Participation in an interview
- Minimum high school education
- Success completion of the Interpreter Language and Skills Assessment Tool (ILSAT) or Cultural Interpreter Language and Interpreting Skills Assessment Tool (CILISAT)
- Reference and police criminal reference checks
- Ability to speak target language(s): Target language refers to the language into which translation or interpretation is carried out (Healthcare Interpretation Network, 2007).
- Understanding of issues that impact immigrant and newcomer populations (e.g., settlement)
- Course fees (Please note that the course fees do not include the cost of course materials or the ILSAT/CILISAT test)

Post-Testing and Evaluation:

- Completion of Examination (per module, mid-term and/or final, that includes written and audio components)
- Evaluation of course curriculum
- Receipt of a Certificate of Completion
- Annual number of Graduates from the LITP program

Appendix Q: Summary Tables for Training Programs

The following table provides an overview of the admission requirements for LITP programs and Ontario colleges, LIS agencies and other not-for-profit organizations.

LITP Provider	Application / Resume	Information Session	Interview	Minimum High School Education	ILSAT / CILISAT (%)	Reference / Police Criminal Reference Check	Target language	Understanding of relevant issues	Course Fees
Ontario Colleges									
Conestoga College	No	No	No	Yes		No	No	No	\$1,020
Mohawk College	No	No	No	Yes	75	No	No	No	\$930
Niagara College	No	No	No	Yes	75	No	No	No	\$2,010
Seneca College	No	Yes	If required	Yes	Pass	No	No	No	\$1,200
St Clair College	No	No	No	Yes		No	No	No	\$912
LIS Agencies									
Across Languages	Yes	Yes	Yes	Yes	75	Yes	Yes	Yes	\$0
Barbra Schlifer Commemorative Clinic	Yes	Optional	Yes	Yes	80	Yes	No	No	\$650
Kitchener-Waterloo Multicultural Centre	Yes	No	Yes	Yes	75	Yes	Yes	No	\$0
Multilingual Community Interpreter Services	Yes	Optional	If required	Yes	75	No	Yes	No	\$850
Thunder Bay Multicultural Association	Yes	No	Yes	Yes	75	Yes	Yes	No	\$0
Other Not-for-Profit Organizations									
Centre for Education and Training	Yes	If required	Yes	Yes	75	No	No	No	\$0
Settlement and Integration Services Organization	Yes	Yes	Yes	Yes	70	Yes	No	Yes	\$0

Table 1 – Admission Requirements for Curriculum-Based LITP Programs in Ontario

The following table compares training providers in terms of both the course curriculum and course duration. Please note the courses marked with an * indicate that the LITP program is offered online.

LITP Provider	Core Competencies	Constituent Tasks	Standards of Practice and Ethical Principles	Setting Specific Interpreting	Duration (hours)
Conestoga College	✓	✓	✓	✓	180
Mohawk College*	✓	✓	✓	✓	180
Niagara College*	✓	✓	✓	✓	180
Seneca College*	✓	✓	✓	✓	180
St Clair College	✓	✓	✓	✓	180
LIS Agencies					
Across Languages	✓	✓	✓	✓	105
Barbra Schlifer Commemorative Clinic	✓	✓	✓	✓	112
Immigrant Women Services Ottawa	✓	✓	✓	✓	90 to 120
Kitchener-Waterloo Multicultural Centre	✓	✓	✓	✓	90
Multilingual Community Interpreter Services	✓	✓	✓	✓	84
Thunder Bay Multicultural Association	✓	✓	✓	✓	120
Centre for Education and Training	✓	✓	✓	VAW only	50
Settlement and Integration Services Organization	✓	✓	✓	✓	100

Table 2: Course Curriculum and Duration

The table below describes the outputs of LITPs in Ontario, including testing, certification and annual number of graduates.

LITP Provider	Final Test	Written Component	Audio Component	Curriculum Evaluation	Certificate of Completion	Annual Number of Graduates
Ontario Colleges						
Conestoga College	Yes	Yes	Yes	Yes	Yes	7 to 20
Mohawk College	Yes	Yes	Yes	Yes	Yes	15 to 25
Niagara College	Yes	Yes	Yes	Yes	Yes	1 to 2
Seneca College	Yes	Yes	Yes	Yes	Yes	18 to 20
St Clair College	Yes	Yes	Yes	Yes	Yes	7 to 8
LIS Agencies						
Across Languages	Yes	Yes	Yes	Yes	Yes	15 to 16
Barbra Schlifer Commemorative Clinic	Yes	Yes	Yes	Yes	Yes	10 to 22
Immigrant Women Services Ottawa	Yes	Yes	Yes	Yes	Yes	
Kitchener-Waterloo Multicultural Centre	Yes	Yes	Yes	Yes	Yes	7 to 20
Multilingual Community Interpreter Services	Yes	Yes	Yes	Yes	Yes	200
Thunder Bay Multicultural Association	Yes	Yes	Yes	Yes	Yes	5 to 10
Other Not-for-Profit Organizations						
Centre for Education and Training	Yes	Yes	Yes	Yes	Yes	60 to 100
Settlement and Integration Services Org	No	N/A	N/A	Yes	Yes	N/A

Table 3 – Graduation Requirements, Curriculum Evaluation and Outcomes of LITP Programs in Ontario

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